



Long Beach Unified School District



# Educational Specifications

Middle & K-8 Schools

2019 Update

HMC Architects



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## **PREFACE**

The District Educational Specifications are meant to assist in the redevelopment of existing facilities and development of new facilities that will support the 21st Century student and reflect the Guiding Principles for Design that were developed through this planning process. Individual project planning teams will utilize this document to develop and design site specific projects for implementation on school sites.

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## Section 1

# **District Background and Development Process**

## **Middle & K-8 Schools**

## DISTRICT MISSION STATEMENT

To support the personal and intellectual success of every student, every day.



## DISTRICT BACKGROUND

The Long Beach Unified School District (LBUSD) was established in 1885 with fewer than a dozen students. Now, LBUSD serves more than 72,000 students—from pre-school to high school—in 85 public schools in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. The District has a team of more than 12,000 full-time and part-time employees, and is the largest employer in the city of Long Beach. The District is the third largest school district in California and serves one of the most diverse large cities in the United States.

The District has won many awards, garnering a reputation as a national and international model of excellence. The Global Education Study by the nonprofit Battelle for Kids organization lists LBUSD among five of the world's highest performing school systems. LBUSD is one of the world's top 20 school systems—one of the top three in the U.S.—in terms of sustained and significant improvements, according to a report described as the most comprehensive analysis of global school system reform ever assembled. The study was conducted by McKinsey & Company, a trusted advisor to many of the most prominent and influential businesses and institutions in the world.

The District was named a national winner of the Broad Prize for Urban Education, recognizing America's best urban school system for increasing student achievement. LBUSD is a five-time finalist for the prize.

LBUSD was named District of the Year by national business news publisher Industry Dive and its publication Education Dive. The honor is part of the Dive Awards, recognizing education's "top disruptors and innovators."

LBUSD, California State University Long Beach, and Long Beach City College have worked in collaboration with local, regional, and national partners to create seamless, pre-kindergarten to postgraduate-school education; aligning academics standards, teaching methods, and student assessment. The partnership also includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in college. LBUSD has also established educational partnerships with more than 1,300 local businesses, which recognize the District's role in developing a well-educated, highly-skilled work force.

The District's student population is 57.3% Hispanic; 12.1% African American; 12.4% White; 6.9% Asian; 4.7% Multiple Races; 2.6% Decline to State; 2.8% Filipino; 1.2% Pacific Islander; 0.1% American Indian/Alaskan Native. 12.3% of the District's students are English Language Learners. 65% of students are considered socioeconomically disadvantaged.

## DEVELOPMENT PROCESS

LBUSD engaged HMC Architects to assist in updating the District's Educational Specifications for Elementary Schools, Middle/K-8 Schools, and High Schools. The original Educational Specifications were completed in 2008 and much has changed in education in the last 10 years. While the original Educational Specifications were developed with a focus on building new schools, this document focuses more on the modernization of existing school sites. The intent is that the Educational Specifications will guide project design within the District and promote learning environments that will support 21st century students.

The District selected a group of stakeholders from across a variety of departments and educational focus areas to serve as the Educational Specifications Update Steering Committee. The Committee's purpose was to be a group of high level thought leaders who know the District and could synthesize the information gathered to determine the content of this important document. The Committee members attended a series of working sessions to identify and vet feedback about the learning activities, culture, and physical environment needed to support students and how to develop facilities that will support the achievement of the District's long-term educational goals.

These meetings kicked off with the Steering Committee developing several prevailing Guiding Principles for Design. These Guiding Principles were the touchstone

throughout the Educational Specifications Update process and the filter for making decisions throughout the planing and design process. The Guiding Principles for Design are as follows:

- Create student-forward, equitable, safe environments with adaptable spaces to foster learning, achievement, creativity, and diversity.
- Design spaces adhering to the comfort, accessibility, and age-appropriate needs of students.
- Provide welcoming, safe environments with flexible spaces that promote healthy social interactions with all members of the school community.
- Create purposeful, well-designed, specialized spaces that are useful for technology, curriculum-focused collaboration, and that are college and career aligned.

The Steering Committee evaluated input and participated in discussions, always keeping in mind the “why”—that is, remaining cognizant of educational and cultural goals in the District, before determining what facilities needs would best serve these goals. Each of the Steering Committee worksessions built upon previous work completed and resulted in a program of spaces that would ideally be included in Elementary Schools, Middle/K-8 Schools, and High Schools, with preferred adjacencies and relationships noted. Spaces to be included in a school, physical attributes of those spaces, and relationships were based on the Guiding Principles for Design.



In addition to Steering Committee input, the District and HMC Architects held 19 focus group meetings with a variety of departments across the District, including areas like technology, safety and security, transportation, special education, nutrition, etc. These focus groups also included discussions for each of the grade levels—Elementary Schools, Middle/K-8 Schools, and High Schools. HMC Architects and some members of the Steering Committee toured a variety of existing schools to see how students and faculty use existing spaces, what needs exist currently, and how some of the District's recently updated spaces could help guide future facilities updates.

Gathering student feedback for their perspectives of an ideal school was also included in the planning process. Students were asked what activities they enjoy at school, as well as what types of spaces and attributes contribute to their learning and comfort at school.

A Board workshop was held to review the Educational Specifications update and solicit any input. The final Educational Specifications update will be presented to the Board of Education for final approval.





## Section 2

# District Educational Approach

## Middle & K-8 Schools



## EDUCATIONAL APPROACH

Key to the District's success in increasing student performance is its work with community, higher education, and industry partners. Long Beach Unified School District (LBUSD), California State University, the City of Long Beach, and Long Beach City College have worked in collaboration with local, regional, and national institutions to create seamless, pre-kindergarten to postgraduate-school education. This partnership includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in higher education. LBUSD has also established educational partnerships with more than 1,300 local businesses that recognize the District's role in developing a well-educated, highly-skilled work force. Approximately 9,000 Volunteers in Public Schools (VIPS) assist teachers and students in classrooms.

While LBUSD has been able to make measurable gains in student achievement and the success of many initiatives such as The Long Beach College Promise, the District continues to focus on closing any remaining achievement gaps and partnering with parents and community in these efforts. The District will continue to work with the community by:

- Highlighting key academic programs and opportunities
- Providing academic resources to enhance and fortify skills
- Listing community resources that align and support the District's core curriculum and assessments





## SCHOOL PROGRAMS TO SUPPORT ACADEMIC ACHIEVEMENT

### **ELEMENTARY SCHOOL**

#### **EARLY LEARNING INITIATIVES**

LBUSD's Early Learning Systems expand school readiness and provide young children with a solid foundation for immediate and long-term academic success. Programs include Head Start, Child Development Centers, Transitional Kindergarten, Early Transitional Kindergarten and Educare.

#### **LITERACY CLASSES**

Literacy classroom teachers provide intensive and extended reading and writing instruction to a small class of struggling learners. The lessons address the specific needs of students and help them attain grade-level standards.

### **MIDDLE SCHOOL/K-8**

#### **LONG BEACH SCHOLARS**

Long Beach Scholars is a middle school elective program that helps students to prepare for both college and careers. It includes collaborative study groups and covers five major themes: Academic Discipline, Critical Thinking, Growth Mindset, Relationship Building, and Future Possibilities.

#### **STEM CAMP**

In the California State University, Long Beach's STEM at the Beach summer program, students partake in hands-on, real-world learning experiences designed to spur their career interest in science, technology, engineering, and mathematics fields.

### **HIGH SCHOOL**

#### **LINKED LEARNING PATHWAYS**

LBUSD's Linked Learning Initiative provides rigorous academics, career-based learning, work-based learning and personalized support so that students can prepare for college, career, and life success. High schools provide more than 40 pathways on specific careers and industries. Students have access to inspiring work-based learning opportunities in growing and emerging career sectors (complementing what they learn in class) so that they gain the skills and knowledge needed to be successful members of our local economy. Activities include career surveys, career fairs, and internships, among many others.

#### **DUAL AND CONCURRENT ENROLLMENT**

LBUSD offers tuition-free dual and concurrent enrollment opportunities with higher education institutions, allowing students to earn college credits while still in high school. One notable program features California State University, Long Beach's entry-level Ethnic Studies class (US Diversity and Ethnic Experience).

### **K-12**

#### **LONG BEACH COLLEGE PROMISE**

The Promise is a guarantee to provide all Long Beach Unified students with the opportunity to go to college. Our partners work together to support and guide students from Pre-K to college. The Promise includes elementary student visits to Long Beach City College and California State University, Long Beach, a free first year of



courses at LBCC, and guaranteed admission to CSULB for qualifying students.

### **TECHNOLOGY ENHANCEMENTS**

The school District now provides WiFi access to all campuses and has purchased more than 50,000 computer tablets to help provide 21st Century learning experiences for students.

### **ALL IN CAMPAIGN**

All In is a year-long citywide effort to improve attendance and reduce chronic truancy and chronic absenteeism rates in all K-12 schools in the Long Beach Unified School District. While the All In campaign focuses on attendance rates at all schools, it has been initially aimed at schools located in the most vulnerable areas of the city. A large part of the success of All In relies on the support and participation of all key stakeholders, including local businesses, parents, and residents.

### **SAFE AND CIVIL SCHOOLS**

The Safe and Civil Schools initiative promotes positive interactions among adults and students at schools. This initiative helps improve attendance, reduce tardiness, lower suspension rates, improve student behaviors, and foster a safe, welcoming, respectful, and rigorous learning environment.

### **MALE AND FEMALE LEADERSHIP ACADEMIES**

Male and Female Leadership Academies seek to empower young men and women by providing them with

the academic, cultural, and social-emotional support that leads to graduation and postsecondary success. The Academies use a rigorous curriculum tailored to the needs of the participating students.







## FAMILY RESOURCES

### ACADEMIC ACHIEVEMENT

#### KINDERGARTEN FESTIVALS, EDUCATION CELEBRATION AND HIGH SCHOOL CHOICE SUMMIT

LBUSD provides highly popular Saturday events to assist with transitioning to each level of the school system.

Transitioning students and their families enjoy workshops and learn about school programs.

#### PARENTVUE

ParentVUE is a website that allows parents to view their child's current and historical information, including daily attendance, grades, report cards, test scores, discipline, graduation status, college preparation, and more. It is also a one-stop location for links to other parent services including School Loop and MySchoolBucks (school meal accounts). With one simple activation, parents can view information on all of their children, from elementary school to high school.

#### SCHOOL LOOP

School Loop makes it easy for you to use your home computer or mobile device to stay informed about what's going on in your child's classroom and throughout the school District. School Loop lets teachers post homework assignments, classroom news, and reminders. Middle school and high school parents can check their child's grades, assignments, and class schedule. You'll also receive the latest school District news.

### HOMEWORK HELPLINE

The Long Beach Unified School District provides homework help to students who are striving for excellence and achievement. Homework Helpline consists of teachers who guide students through homework assignments via the telephone. The service is free to all Long Beach Unified students. Homework Helpline is a unique service furnishing on-demand, personal tutoring. Students can call the Homework Helpline at (562) 437-2859 Monday through Thursday between 4 and 6:30pm.

### SAT PREP/ADVANCED PLACEMENT

To reduce financial barriers to college and career readiness, LBUSD covers most of the cost of Advanced Placement exam fees. While each AP test typically costs \$93, the District pays \$88 so that students pay only \$5. The PSAT is offered for free to all 8th, 9th, 10th, and 11th graders, and the SAT for free to all 11th graders (as well as to select 12th graders who need an extra opportunity). A free 38-hour SAT preparatory program is also available to 11th grade students.

### CUSTOMIZED COLLEGE READINESS GUIDE

High school students and their parents receive customized College Readiness Guides, which provide an overview of readiness for various California public colleges and universities. These reports also provide suggested next steps, which might include taking the SAT, using online Khan Academy SAT prep tutorials, attending college fairs, revisiting college planning, and learning more about financial aid. Counselors, college advisors, and other school staff are available to discuss the reports in detail.



## **TECHNOLOGY: FREE RESOURCES**

### **KHAN ACADEMY**

LBUSD encourages students to link their College Board and Khan Academy accounts so that they can have access to the Official SAT Practice on Khan Academy. This free, personalized resource includes video lessons, interactive practice questions, full-length exams, and test-taking tips and strategies.

### **ST MATH**

ST Math is an online instructional program that uses a visual approach with games to build a deep conceptual understanding of math and strengthen problem-solving skills. This technology allows a more diverse range of students to achieve success.

### **TYPE TO LEARN**

Type to Learn is a computer program that helps students learn proper keyboarding techniques. By developing these skills, students can better navigate the Smarter Balanced computer adaptive online assessments.







## Section 3

# Planning and Design Process

## Middle & K-8 Schools





## PROJECT PLANNING AND DESIGN PROCESS

Long Beach Unified School District believes that a well-orchestrated and collaborative planning and design process will lead to successful projects for all those involved in the project. While planning and design is a creative endeavor, success depends on the ability of a team to come together, identify a purpose, have a road-map, delegate roles, make decisions, monitor progress, and communicate clearly about design and technical issues without losing sight of the original goals and vision. District facilities team members will work closely with the project team, including design consultants, contractors, and stakeholders, to create new and redeveloped spaces for children to learn and develop based on the guidelines set forth in these Educational Specifications and using the Guiding Principles for Design as a filter in the decision-making process.

The following project process outline is provided to assist all team members in understanding the steps in the District's planning and design process.

- District facilities team defines project with level office leaders (ES/MS/HS offices)
- Project kick-off with District facilities team and design team:
  - > Establish schedule and budget
- Design team master plans the project:
  - > Develop and establish programmatic and spatial needs for the project
  - > Engage curriculum and level office leaders for input
  - > Engage school site stakeholders in the planning process to inform them of project scope and for initial input (for modernizations)
- Design team develops conceptual design studies based on approved master plan:
  - > Establish basis of design for building systems
  - > Outline sustainability strategies
  - > Determine applicable codes
  - > Present project at community meeting
- Develop design development package:
  - > Facilities reviews to confirm conformance with Facilities Design Standards
  - > Provide schedule and budget update
- Construction Documents completed with Facilities review meetings at 50% and 95%
- Construction Planning
  - > Meet with District Construction PM, Project CM (if applicable), and General Contractor to discuss site logistics, phasing, and off-site requirements
  - > For modernizations, meet with Principal and Plant Supervisor to discuss phasing and logistics; meet with Nutrition Services and Special Education if students are to remain on campus during construction; meet with Transportation if students will be relocated
  - > Community meeting to inform constituents of upcoming construction
- Weekly Owner-Architect-Contractor meetings (Principals and Plant Managers welcome but not required)
- Project ribbon cutting
- Project closeout
- Post occupancy review



## Section 4

# **Planning Overview and Design Guidelines**

## **Middle and K-8 Schools**

## THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR

Although it is often said “a good teacher can teach and mentor anywhere,” today’s ongoing research suggests a symbiotic relationship between the conditions and design of school facilities and students’ behavior and learning. An individual’s perception of a space can have a direct effect on the experiences had in that space. Most behavioral scientists believe, a physical environment can also effect, motivate, and support behavior.

Learning is a complex activity that tests students’ motivation, mental concentration, and physical condition. There have been many studies that point to better attendance, improved test scores, and reduced disciplinary problems as evidence that the physical environment of a school can make a difference in a student’s educational experience. Research findings link improved student achievement with building quality, good lighting, thermal comfort, acoustics, and indoor air quality. Studies also show a relationship between safe, secure, and well-maintained schools and performance, attendance, and drop-out rate. The physical setting of a school can provide both students and staff with a sense of comfort and well-being, creating a desire to be at that school.

The physical environment created for learning has a great opportunity to guide and encourage the type of transparent culture envisioned in the Guiding Principles for Design. Elements of an environment can either support or hinder desired behavior, creating patterns for the way we act and interact with others. For example, if we want to foster communication and active dialog, we need to

reinforce that with small areas for informal conversations and impromptu learning spaces—both indoors and outdoors. If we want to encourage flexible group project work and teaming, the furniture, acoustics, and available space need to allow for a variety of group arrangements. The placement of windows and doors with glass lites, and the provision of easily-observed learning spaces emphasizes the desire for transparency and sharing between teachers, students, and administrators. It also promotes sharing of work and accomplishments and allows students to learn from observing each other.

The flexibility of space and furnishings can encourage creative approaches to learning and team work, rather than restricting process, thought, and project development. Students should feel empowered to rearrange and create a space to suit the needs of project development and learning styles.

Personalization of space also allows individuals to take ownership of that area, leading to both a sense of responsibility and pride. Research shows that when students participate in the creation of a space, they actively partake in maintaining their school. Personalization of an environment can also provide students with a sense of identity and belonging.



## THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR (CONT.)

It may be as simple as a young child noting that he or she is part of the ‘blue pod,’ for example, or is part of a theme classroom. We should avoid creating spaces with an institutionalized feel. Personalization of space lends a human scale and helps individuals feel at home. Students will feel more comfortable in a space that is not sterile and is less formal. Display space, art, gardens, personalized signage and graphics, and color are all ways to include learner-focused identity and personalization.

One type of space does not support all the types of activities that take place during a day of learning. While interaction and collaboration are often needed for group work, quieter places for individuals to focus on complex tasks are just as important. Individuals have different learning styles and their modes of concentration vary. A school environment ought to be sensitive to the needs of all individuals to allow every student the opportunity to realize their potential. Gathering areas for students to present their work to larger groups should be available at all times to encourage presentations and open discussion. Storage space and locations for project storage will not only keep spaces neater and safer for circulation, but will help both students and staff remain organized as they approach their work.

Location is a component of the physical environment that impacts human behavior and interactive patterns. Providing adjacencies and proximity for those that should collaborate and team is important to encourage the de-

sired interaction. A defined smaller area where the same group of people gather and work allows for increased interaction with the same people promoting familiarity and comfort, just as with a smaller neighborhood.

A physical environment can also symbolize certain qualities, values, and personal experiences. A learning facility has the opportunity to symbolize hope, opportunity, or stability for students, or create negative feelings. Perhaps one of the biggest aspects of safe, comfortable, and inspiring schools is that they communicate a message to students that they are respected and special individuals and that their personal success is important to their community.





## GENERAL CAMPUS ORGANIZATION

The main entrance to a school should be located adjacent to the administration office so that all visitors, including parents, must come through the administration to be admitted to the campus. This secured main entry should be obvious to visitors and designed so it can be locked at desired times of the day. Campus access points are important cues for building interface for the users but also need to be developed with security of the campus and occupants in mind. Everyone should immediately recognize where the main entrance is located. The entry provides a first impression and communicates a message about the school. It should welcome both visitors and students. Other entries to the campus should be developed with visual cues and labeled with signage. Existing campuses may have a main entry that is separate from the entry used by students. This entry may be close to the main entry, but would ideally be located near the nutrition services location or morning gathering space, since many students participate in morning nutrition before school starts. This student entry should be sized to allow large groups of students to pass through at one time, without crowding.

The school should be zoned to allow for public use, with controlled access points from more private school spaces and functions. Public use spaces, such as the auditorium, dining/multipurpose room, administration, library/media center, and play fields, as well as after school program space, would preferably have entrances that could be accessed after school hours without allowing access to the entire campus. These areas should also be located

close to accessible parking. Classrooms would ideally be arranged around an outdoor common space with clear sight lines from the administration into this open common area. When possible, buildings should enclose the site, providing a secure perimeter for the campus. This will provide a safe and secure space for students since access to the campus is controlled and the common areas are visible to administrative leadership. In K–8 schools, primary grades should be grouped together, with the lower grades close to kindergarten to allow for some cross-grade classes and sharing. The kindergarten classrooms should have their own play area and, when possible, separate drop-off area where parents can park and walk students to the playground or classroom. Upper grades would also be grouped together.

The drop-off/pick-up zone is one of the most challenging areas of a school, with a large number of students arriving by car. Pedestrian circulation from parking and from the street should be kept separate from this zone to keep pedestrians safe and to help maintain the efficiency of the drop-off/pick-up process. This zone should also be located away from busy streets and intersections as vehicles will likely stack up beyond the drop-off lane. Traffic circulation and access should comply with CDE recommendations.

Zones for buses used for special education, field trips, athletics, etc. should be coordinated with the drop-off/pick-up lines. Ideally bus traffic would be separated from the parent traffic. Additional considerations for bus trans-





## GENERAL CAMPUS ORGANIZATION (CONT.)

portation include the following:

- Horseshoe-shaped drop-off, if possible
- Adequate space for turn around
- Appropriate signage
- Bus access off the main public street
- Red curbed no parking zone where bus drop-off occurs

### PARKING AND CIRCULATION

Parking at campus sites should be evaluated on an individual site basis, taking into consideration size of the school, the site constraints, access to public transportation, school location, and need for student parking. Ideally, there should be some off-street visitor parking near the administration area, with staff parking in a separate area. When planning parking at a new or existing site, care should be taken to separate pedestrian circulation from this area and from drop-off traffic. Clear, well-identified pedestrian walkways outside of the driving area should be provided from parking areas to the school entry. Additional parking should be considered when possible to support community/visitor attendance at school sports and performance events.

Delivery vehicle circulation for nutrition services and supplies should be coordinated to avoid intersecting with pedestrian circulation and parking. For the safety of students, service vehicles should not have to drive onto designated student areas. All schools need double-wide entry doors in the delivery areas with a 6-foot opening with removable mullion for the passage of pallet deliveries.

Trash areas should be isolated from parking areas to prevent interference with trash pick-up. Remote control drive-up gates at specific campus entries would be beneficial for trash pick-up trucks leaving the campus to avoid getting out of the truck to shut and lock gates. These could remain locked but could be located close to specific trash bin collection areas.

Consider sheltered student circulation and opportunities for socialization, both inside and outside buildings. These are great areas for student display and impromptu gathering and learning spaces.

### PE AND ATHLETICS

Fields and hardscape courts will not only support PE and athletic programs at the school but will also support physical activities during morning and lunch time breaks. These outdoor spaces may also be accessed by the community for public use, so consideration for adjacencies will be critical in placement on the campus. Restrooms and locker rooms should be placed for easy access from both the fields and hardcourts. Play apparatuses should be located on the campus with consideration for age groupings. Supervision sight lines and nighttime lighting should also be considered in the overall campus plan.





## OUTDOOR SPACE

The value that the outdoor environment brings to supporting the well-being of individuals is well recognized with research. We know that consistent exposure to nature decreases stress and anxiety, helps elevate mood, and helps with emotion. A beautifully landscaped environment is well-suited for living, learning, meditation, therapy, recreation, and overall human health and well-being. Positive learning and retention impacts are especially strong when outdoor activities are an integral part of a structured outdoor curriculum. Long Beach Unified School District recognizes that—whether for dining, relaxing, social interaction, quiet study, or programmed outdoor learning—there are great benefits to utilizing outdoor space on a campus as part of the school environment for both students and staff, and the District's school sites in southern California provide great opportunities to take advantage of outdoor spaces all year long.

The District's Grounds Department supports the approach of the greening of every campus and is committed to maintaining pleasant outdoors spaces for students to appreciate and enjoy the outdoor experience. Although school site sizes and environmental constraints vary greatly throughout the District, and details of outdoors spaces will need to be planned and developed on an individual site basis, the following guidelines should be considered for each site.

- Shade on all campuses for dining, circulation, play, and socialization. This should be a combination of shade structures and shade trees, but trees are encouraged in as many areas as possible to green the campus and help with overall cooling of the site. Types of trees and other plants should be coordinated with the District Standards.
- Prudent use of hardscape balanced with program activities and stormwater management, as well as opportunities to avoid extreme heat gain on the site. Consider drought-tolerant plantings in areas to cool the site, rather than covering the campus in asphalt and concrete.
- Outdoor learning gardens, when feasible, to support a variety of learning opportunities that correlate with the school's curriculum and focus. The garden space should allow for flexibility of use over time. It may not always be used as a student-supported garden, so the space should allow for easy conversion to another type of green space.
- Spaces and circulation, including play areas and apparatuses, that reflect a universal design approach.
- Outdoor learning areas easily reached from classrooms, with clear sightlines for supervision. These areas should have shade. Consider access to water, especially at Science and Art spaces.
- Sustainable site development strategies that can help teach students best ecological practices, including such strategies as rainwater collection and stormwater management. If boulders are used in bioswale areas, they should be over a certain weight so that children can't lift and throw them.
- Open program spaces that are coordinated with the overall site activities for best site utilization and activity zoning.





## FLEXIBILITY AND ADAPTABILITY

Providing flexibility for any educational facility should be standard design practice. While it is difficult to know how our world, technology, culture and public education may change in the next 15-20 years, we do know it will change. While there are certain grade configurations established for the schools now, these may change in the future. Any new building structure and partition systems between rooms should allow for easy layout modifications in the future. Site master plans should allow for school expansion for increased enrollment or additional programs at a site such as health services or more community use.

Changes in needs for LBUSD schools and instructional spaces will not only occur from year to year but also from day to day to support project-based, hands-on learning, group projects, role playing, and other learning activities that will take place. Spaces and furnishings should provide flexibility for easy modification throughout the day to accommodate a variety of activities and instructional methods created for different topics and projects. Class size will vary depending on current funding, technology tools, and curriculum delivery. The groups of students who use the school originally may be totally different than those who use it in the future so art, colors, and cultural references should be able to be modified as needed.

Consider loose furnishings rather than fixed casework in classrooms and offices to provide storage and support current technology and instructional methods. This will assist in adapting to future change. Mobile but durable

furniture will also allow staff to reconfigure learning spaces to individual students' learning styles and support all students in the way they best learn. Flexible furnishings and even storage units will empower students and teams to personalize their space, providing another opportunity to create a sense of ownership in their educational journey. Tables and chairs should be able to easily move from a group presentation configuration to small group discussions and individual focused work. While there is a focus on collaboration in project work, students still need to have quiet space for individual focus and study. Since many facility projects will be on existing campuses, utilizing flexible furnishings and storage is an easy way to upgrade all of the spaces to align with the Guiding Principles for Design without major structural changes and new construction.

Common spaces throughout the school should also be adaptable for multi-use to maximize the utilization of all square footage. Indoor dining spaces should be planned to support a multitude of school and community activities, such as presentations and performances, school fairs, project sharing, and dances. Spaces ideally should allow for community use and parent support. Mobile tables on casters and light weight, high density stacking chairs can provide flexibility and comfort, but storage for these items should be included to assist with the flexibility of the space. Even outdoor spaces, including dining areas, should allow for flexibility and shared use.





## STUDENT-CENTERED AND STUDENT-FOCUSED

A school organization and design or master plan should be developed with the focus on meeting student needs and creating an environment that will both nurture and stimulate the learners. While educational facilities should support the teachers and staff and provide spaces that serve the community, the school's primary user is the student. Too often the students do not have a voice in the development of the design and the adults involved in the process can have a different perspective on what they would like to see in a facility. In the planning process for LBUSD, student perspectives were solicited and ideas were noted. Color, lighting, scale, and aesthetics should relate to the students.

One of the District's goals is to provide an environment where every student can create, collaborate, share, learn, and grow. Spaces should support a variety of student learning styles and personal needs. We know all students learn in different ways. Some students will prefer to do more independent work, while others may require direct one-on-one or small group instruction. Learning spaces shall allow for hands-on, project-based learning and encourage students to explore subjects beyond what the initial requirements may be.

Most of today's students are competent with a variety of technology tools (i.e. "digital natives") and will expect to use such tools in their daily learning. Spaces should have the latest technology as part of the environment, with a one-to-one devices, when possible. Technology can also support the sharing of projects beyond just the students' classroom. This can expand the reputation of

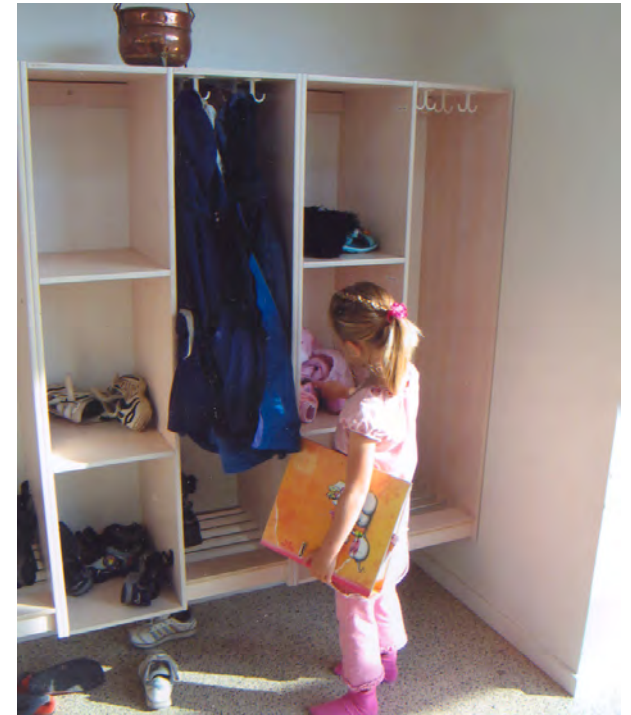
each school and the District beyond the boundaries of the local community.

As the District moves away from solely engaging in direct teacher instruction to a more collaborative learning model, technology tools, furniture, and the learning environment should support student-centered learning, empowering students to engage in their personal educational journey.

Student considerations include:

- Storage for students' personal belongings, including hooks or cubbies for backpacks and coats, etc.
- Appropriate restroom facilities where students can ensure personal hygiene
- Quiet or semi-private spaces to allow students privacy to express their emotions
- Comfortable furniture that supports ergonomics and personal choice
- Plenty of space to move without being crowded
- Comfortable and aesthetically pleasing environments that support emotional well-being
- Environmental ambient qualities, including natural light, outdoor views, healthy air quality, and appropriate acoustics
- Spaces to display their work in a professional manner
- Easy access to nutrition service that allows for time to eat and visit with friends
- Covered spaces from weather conditions for circulation and play
- Indoor and outdoor spaces where students can socialize and relax





## DESIGN AND FURNITURE APPROACH

Project-based learning, integration of curriculum standards, and the social and emotional well-being of students should be at the center of the design or redevelopment of the school. The type of furniture, technology, and equipment used in the school will be important to support the learning activities, curriculum, and desired District culture. The following guidelines should be considered:

- Include a variety of mobile furniture that support collaboration and student choice. Classrooms and labs are developed around the concept of collaboration between students and staff. Furniture on lockable casters is beneficial. Students and staff in the classroom should be empowered to rearrange the learning environment to align with a project's or lesson's structure. The furniture should allow for environments adaptable to different teaching and learning styles.
- Provide ample electrical power throughout all rooms to support technology and equipment. Power for tablet and Chromebook charging stations and other technology tools should be included in the design. Consideration of management of electrical cords and cables must be included in the design layout and furniture selection. Cords can be a major tripping hazard in classrooms and labs.
- Provide easy access to the latest technology tools.
- Allow the physical learning space to go beyond the classroom and extend into circulation pathways with social interactive nodes, display space, and transparency to observe students as they work. Corridor space and outdoor space should be an extension of the classroom with windows to the classrooms and labs when possible.
- Space supporting informal large and small group presentations should be included throughout the school. This can be accomplished with light-weight stacking chairs, mobile writing surfaces, and mobile laptop supports.
- When possible, consider classrooms that open up to each other with doors or movable walls and are adjacent to small group rooms and outdoor learning labs, which assist in creating flexible project areas that support multiple learning styles.
- A combination of fixed and mobile casework should be considered to address storage needs.
- Consider mobile storage units for some items that might change over time or change with a different space use. Mobile storage units can be more easily replaced in the future as technology and storage needs change or evolve, as well as being more cost-effective. Storage units on casters can provide dividers to create smaller teaming areas within a larger space.





## TECHNOLOGY

The use of technology in the classrooms has disrupted learning and teaching. Customizable lessons and portable devices have made instruction and learning more student-centered, allowing students to learn at their own pace in their own style. Adept use of new technologies helps to increase student engagement and motivation, build 21st century skills, and facilitate the formation of links between students, teachers, and parents.

Research suggests that multi-sensory teaching is most effective in the mastery of basic skills. Technology supports visual, auditory, and experiential learning; therefore, it is recommended that all instructional spaces have voice, video, and data accessibility. This access enhances the flexibility of the learning environment to adapt easily to alterations in the use of space. Wiring and other infrastructure components should be the priority since terminal devices can be added later; wireless networks can also be added as the need arises. The facility should have a surplus of electrical power capacity and network wiring/bandwidth to permit expansion of technology.

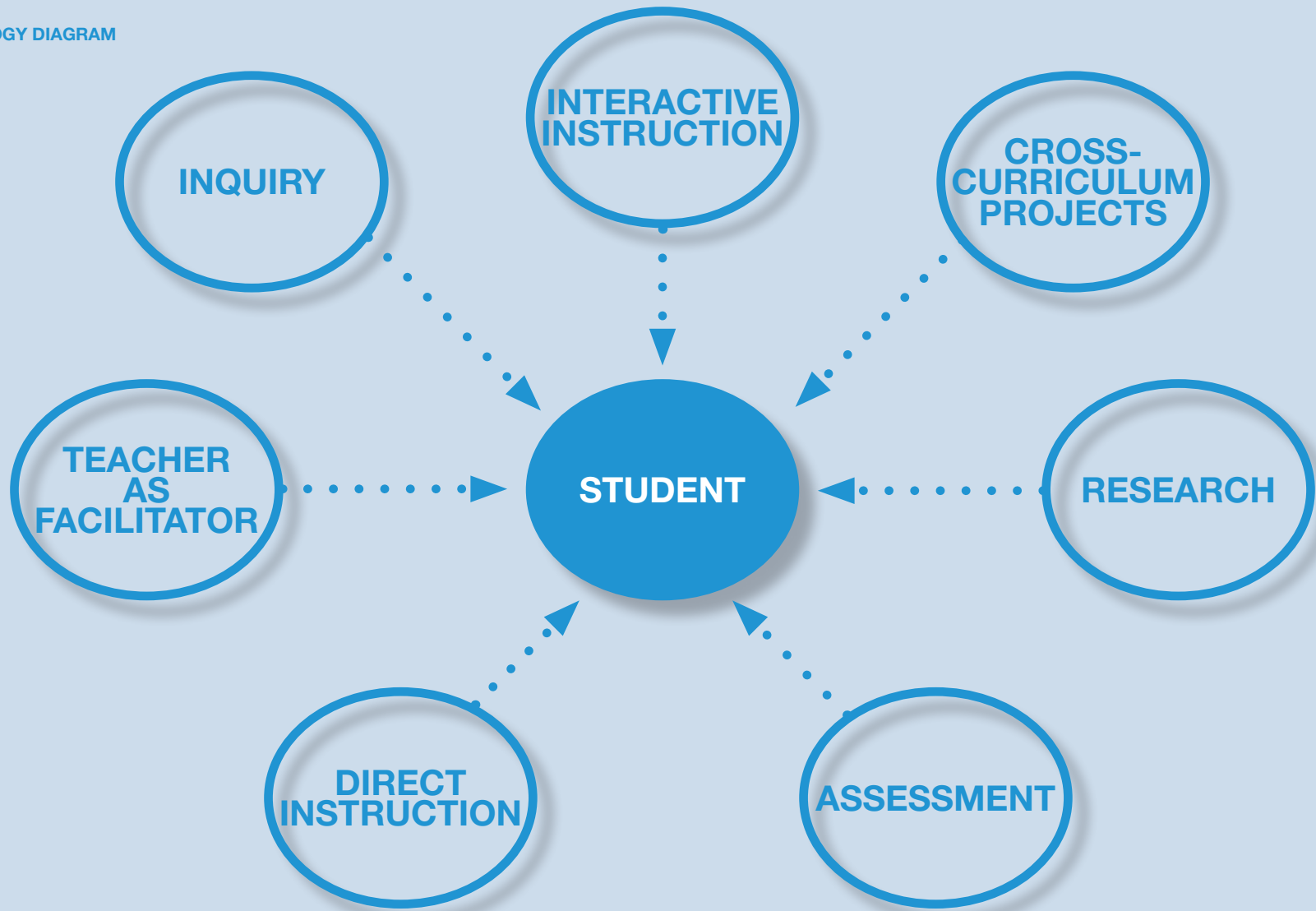
LBUSD has placed a strong emphasis on providing students and teachers the latest technology tools in classrooms and throughout the school campus. As schools are modernized, the District will continue to update infrastructure. Wi-Fi will be installed throughout the schools.

The District's IT department has evaluated technology tools and has the following technology standard for each classroom/instruction space.

- 1 wireless access point
- 1 ceiling-mounted or wall-mounted short-throw projector and projection screen
- Extron A/V system with HDMI inputs, ceiling-mounted speakers, and wireless microphone
- Document camera
- Clock/speaker
- Telephone
- 1 ceiling-mounted data port for Extron Switcher
- 1 data port
- 1 printer

Laptops and tablets will be used in the schools. The District is moving away from desktop computers.

TECHNOLOGY DIAGRAM



## SAFETY AND SECURITY

LBUSD wishes to provide a warm and nurturing school environment, while also providing a safe and secure campus for all students, staff, and parents. Both active and passive security design features can be used to create a safer school environment. The layout and zoning of the school will lay the foundation for securing the school, providing limited but hospitable access points with clear open spaces for observation and control.

Large curves in buildings, hidden alcoves and large bushes or other large landscaping features provide potential hiding spaces for both school intruders and students and should be avoided. Exterior spaces between multiple small buildings also create areas that are difficult to supervise. Student circulation between classes, lunch, and recess are often periods of student disruption so proximity of spaces to limit circulation and create open circulation pathways that can easily be monitored are important to the security of the school.

The position of the administration and principal's office is important for control of the site and entry. Visitor access to the site shall be through the primary entrance. Electronic video surveillance systems are used to monitor and permit entry to the school at the administration area. Design of the primary entry should facilitate this security procedure.

Creating a secure campus boundary that emphasizes one primary site entrance is important in creating a secure school environment. Ideally building structures

can enclose the majority of the campus and help avoid extensive fencing around the perimeter. When this is not possible, aesthetically pleasing perimeter fencing should be provided. The goal of the campus design is to create this secure perimeter, while still creating a welcoming and friendly appearance for the school.

Active security systems include surveillance cameras, access hardware, motion detectors, and alarm systems. The District will strive to provide each campus with up-to-date approaches that are appropriate for each school, but much of the security and safe feeling of the campus will be provided by creating personalized learning environments where students and staff know each other and hold each other accountable for behavior and caring for their space. An atmosphere of trust and respect is a critical element in creating a safe and secure learning environment.





## COMMUNITY USE

LBUSD believes that the school is an extension of the community and is committed to supporting the community and encouraging participation with school events and collaborative opportunities. Each school should be designed or redeveloped with zones for public use, close to adequate visitor parking and easy access to the administration and other public use facilities, but the layout should limit access to all other areas of the school for security. There are several spaces on the campus such as the administration, gyms and athletic areas, auditorium, and possibly the library/media center that will have public use and therefore should be located for easy community access to public restrooms, but allow for controlled access to the rest of the campus.

Some facilities on campus are also available for public rental and consideration for this type of community use should also be considered in the design of these specific areas. Design considerations for these public spaces include:

- Wide age range of users
- Family restrooms with changing stations
- Parking and access
- Clear wayfinding and signage for those who will not be familiar with the facility
- Opportunities to share what is happening at the school with display of student work





## HIGH PERFORMANCE AND ENVIRONMENTAL STEWARDSHIP

The District wants to provide high performance, economically operational schools for their students and community and raise the ecological consciousness of their students and staff through the development of sustainable facilities. The design or redesign of each school should consider creative and effective opportunities for sustainable building practices that can assist in reducing the carbon footprint, controlling waste production, and water conservation.

Facility designs or redesigns should consider design features that will incorporate sustainable practices and develop environmental awareness in the school curriculum. Examples include a food garden, exposed sections of building systems of the facility, recycling/reuse and compost bins, and rainwater collection and stormwater retention systems.

A high performance school should be:

- Healthy, safe, and secure
- Thermally, visually, and acoustically comfortable
- Energy-, material-, and water-efficient
- Environmentally responsive to the site, climate, and community
- Easy and cost effective to operate
- A teaching tool
- A community resource





## APPLICATION OF SPACE STANDARDS TO EXISTING SITES

Redeveloping existing campuses for new educational concepts requires a different approach from designing a new school and site. Existing conditions including street and site access, location of utilities, and permanent structures, as well as locations for interim student housing must be considered in the redevelopment plan. The space standards and design guidelines are meant as a target to develop parity among schools and create improved learning spaces that will support the Educational Vision and Goals of the District and align with the District's Guiding Principles.

Each of the District's existing sites is different and will need to be analyzed on a site-by-site basis for the exact approach and strategy to implement the guidelines. In addition, individual sites may have specific needs or issues that need to be addressed that are specific to that site or neighborhood. As each site is planned for redevelopment, enrollments should be verified, and new and renovated space coordinated with the enrollment bracketing chart in Section 5. Ideally each site should have a school-specific long-range site master plan showing phased redevelopment, understanding that total redevelopment of a site may have many phases and may take many years to complete. The advantage of having an identified long-range campus site plan is that it guides expenditures of resources on each site toward an ultimate vision and can assist in avoiding expenditures of valuable district resources on structures that may ultimately be removed.

As each site is analyzed, the existing permanent site structures and site attributes should be analyzed for how to best align economically viable and prudent projects in a long-range redevelopment plan with the intent of the Educational Specifications. For example, in some schools the small group rooms to support independent or small team project work, tutoring, or small meetings may need to be created within a classroom space with flexible dividers or in an outdoor space adjacent to a classroom. Spaces such as a gym, a flex lab, or additional field or parking space could be planned for in a long-range master plan, but would not be built until funds are available.







## Section 5

# Program Spaces and Descriptions

## Middle & K-8 Schools





**Middle Schools**





## MIDDLE SCHOOLS



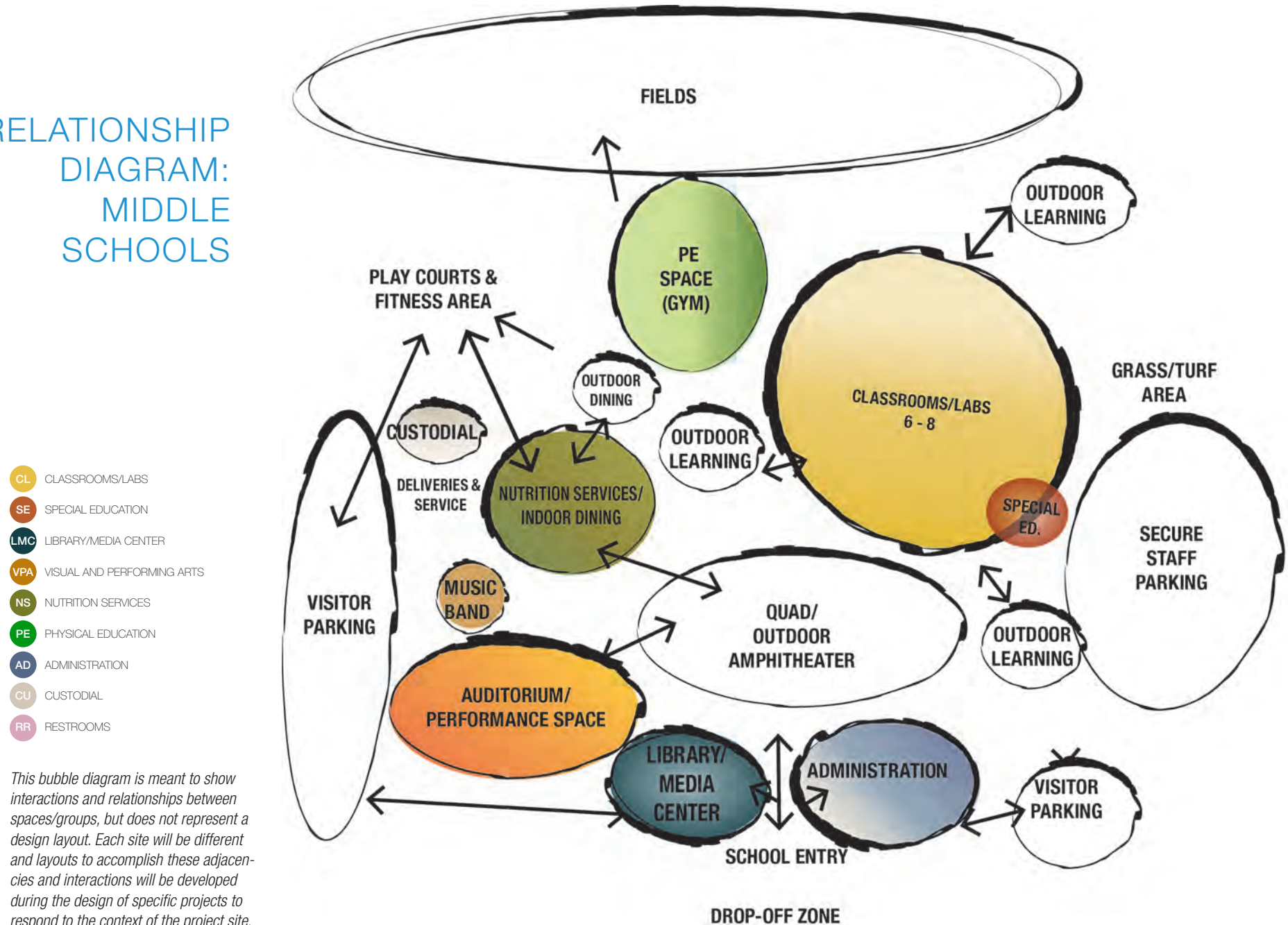
## Middle Schools

### PROGRAM SPACE

- CL Classrooms/Labs
- SE Special Education
- LMC Library/Media Center
- VPA Visual and Performing Arts
- NS Nutrition Services
- PE Physical Education
- AD Administration
- CU Custodial
- RR Restrooms



## RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS



# MIDDLE SCHOOL SPACE REQUIREMENTS

The space requirements charts list program areas to be included in a middle school facility of 400, 700, 1,000, and 1,400 students.

## Average Class Size

6	27
7	27
8	27
<b>Average</b>	<b>27</b>

## Square Ft/Student

# Students	Total SF	SF per Student
659	76,170	115.6
994	105,342	106.0
1,329	133,068	100.1

## Average Class Size

6	30
7	30
8	30
<b>Average</b>	<b>30</b>

## Square Ft/Student

# Students	Total SF	SF per Student
731	76,170	104.2
1,102	105,342	95.6
1,473	133,068	90.3



## Middle School Space Requirements

Spaces	Suggested Spaces for 700 Students		Suggested Spaces for 1,000 Students		Suggested Spaces for 1,400 Students	
	TS	Total SF	TS	Total SF	TS	Total SF
Core Academics	24	29,160	36	45,330	48	61,500
Special Needs	1	1,810	2	2,870	3	3,930
Library/Media Center	0	4,200	0	4,500	0	5,000
Visual Arts	1	1,575	1	1,575	2	3,150
Music	1	1,500	2	3,100	2	3,500
Tech Ed	1	1,400	1	1,400	2	2,800
Physical Education	2	12,250	3	13,500	3	13,900
Administration	0	3,430	0	5,160	0	5,360
Nutrition Services**	0	6,350	0	8,350	0	9,550
Custodial	0	1,800	0	2,000	0	2,200
<b>Sub Total</b>		<b>63,475</b>		<b>87,785</b>		<b>110,890</b>
Building Services, Circulation, etc.	20.0%	12,695	20.0%	17,557	20.0%	22,178
<b>Total</b>	<b>30</b>	<b>76,170</b>	<b>45</b>	<b>105,342</b>	<b>60</b>	<b>133,068</b>

\*\* For minimum kitchen and serving area square footage requirements, refer to the Nutrition Services Space Description section—Program Chart on page 5.150.

## Capacity Calculations Based on Class Size Average of 27

Regular TS (Teaching Stations)	24	36	48
Students per TS	27	27	27
<b>Sub Total Regular</b>	<b>648</b>	<b>972</b>	<b>1,296</b>
Special Needs TS	1	2	3
Students Per TS	11	11	11
<b>Sub Total Special Needs</b>	<b>11</b>	<b>22</b>	<b>33</b>
<b>Total</b>	<b>659</b>	<b>994</b>	<b>1,329</b>

## Capacity Calculations Based on Class Size Average of 30

Regular TS (Teaching Stations)	24	36	48
Students per TS	30	30	30
<b>Sub Total Regular</b>	<b>720</b>	<b>1,080</b>	<b>1,440</b>
Special Needs TS	1	2	3
Students Per TS	11	11	11
<b>Sub Total Special Needs</b>	<b>11</b>	<b>22</b>	<b>33</b>
<b>Total</b>	<b>731</b>	<b>1,102</b>	<b>1,473</b>



## CLASSROOMS/LABS: MIDDLE SCHOOLS



### Classrooms/Labs for Middle Schools

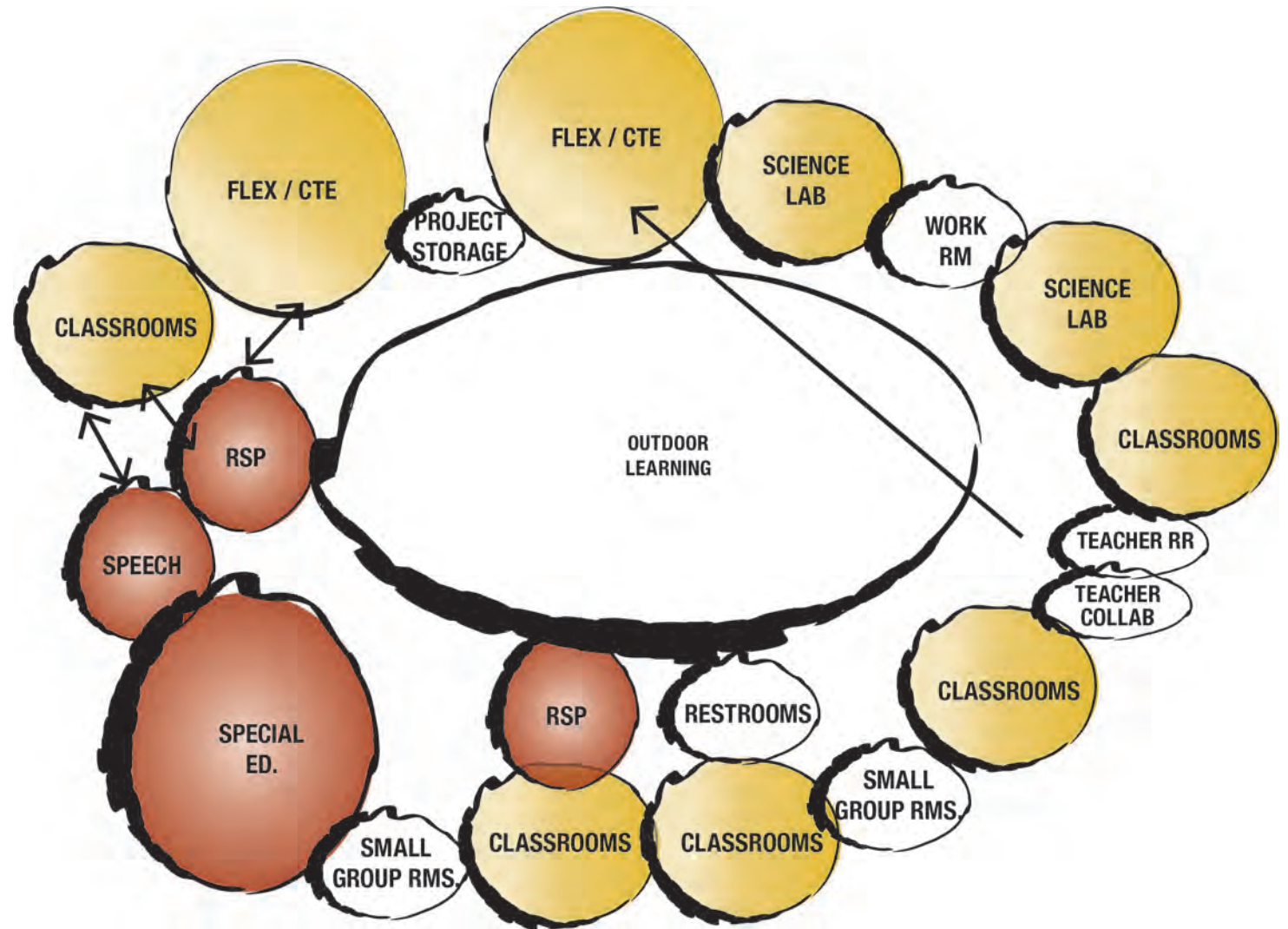
PROGRAM SPACE	NET PROGRAM SQ. FT.
6th–8th Grade Classrooms	960
Flex Lab/Makerspace/Innovation Space/STEAM Space	1,200
Science Labs	1,200
Shared Science Prep/Storage	400
Collaborative Space for Students/Small Group Space	120
Collaborative Space for Teachers	400 min*
Project Storage	200
Outdoor Learning Space	N/A

\*Will vary depending on size of school and quantity of teachers, as well as quantity of rooms in school layout is spread out.





# RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### 6TH-8TH GRADE CLASSROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The classroom environment should be learner-focused. Student loading in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and grade level of rooms, ranging from 35-39. The classroom design should be flexible to adapt to multiple curriculum and delivery models in the future as well as support multiple learning styles, technologies, and individual student needs. The space should allow for a variety of activities and layouts that could change throughout the week or day. Mobile, durable furniture that is easy to move and reconfigure should be considered.

Activities will include large and small group instruction, teaming and collaboration, and independent work. Adjacent outdoor learning areas with tables and seating can extend the classroom space. While direct class instruction may exist in a presentation mode for a portion of the day, students may also be engaged in project-based, small group, or hands-on learning, so white boards should be placed on at least two walls. The room will display and store student projects and provide the latest technology tools. Access for all students to technology tools, including visibility of screens and audibility of teachers and other students, is very important.

Windows to circulation space and adjacent support spaces should be considered to allow for transparency and student observation. Natural daylighting will be

important to include as well, but shading should be provided to control the lighting.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Community partners/visitors

#### RELATIONSHIP AND ORGANIZATION

Ideally, classrooms will have direct access to small group rooms and flex space for project support. Restrooms should be in close proximity. Access to outdoor extended learning areas should be considered in the layout.

#### ENVIRONMENTAL SOUND CONTROL

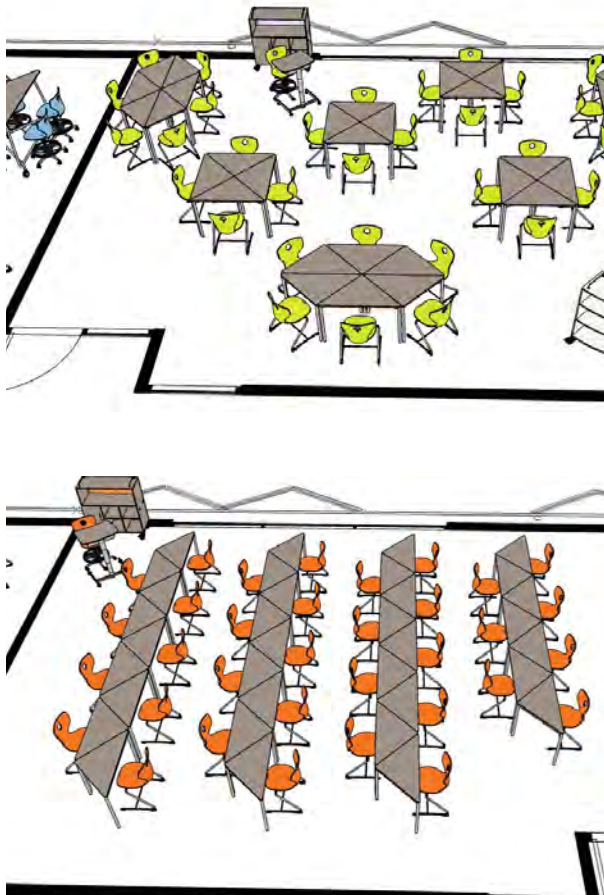
- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards on at least two walls
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Walk-off mat at exterior entry door



**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

**CASEWORK**

- Teacher material storage along 1 wall
- Mobile storage

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Dimmable lights at projection area

**PLUMBING**

- N/A

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile deep shelving units for storage and classroom dividers (on locking casters)—various shapes and sizes
- Staff chair and surface support

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### FLEX LAB/MAKERSPACE/INNOVATION SPACE/STEAM SPACE

#### GENERAL CONCEPT AND ACTIVITIES

This instructional space will be used primarily as a flexible project room and laboratory for instruction in several curricular areas for middle school students. It may be used for a variety of instructional subjects on a rotating basis such as Science, CTE, culinary or robotics. The design of this laboratory should be flexible and open, with the majority of equipment and furniture loose. The lab can be shared by all classrooms for use for large project coursework as well as programs involving movement, such as drama, dance, video, and music where more space is required. Although presentations and lectures may take place in the room, the lab will primarily be used for hands-on learning and project work.

Access to the outdoors would be beneficial for integrated outdoor learning in science projects and expanded space for the development and construction of large projects. Students can use the adjacent outdoor areas for a variety of activities. Ideally there could be a large open connection such as an overhead garage door or rolling door to allow for the flow between the indoor and outdoor lab. Messy projects can be developed outside.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Industry partners and guest presenters

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be located central to the general classrooms or science classrooms, with integrated project storage. The exact location on existing campuses will depend on existing site conditions.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface
- Dedicated display area

#### FLOORING

- Resilient flooring or sealed concrete
- Walk-off mat at exterior entry door

CL

SE

LMC

VPA

NS

PE

AD

CU

RR



**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain and observation of adjacent outdoor project areas
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Consider large overhead garage door or sliding doors that can expand project space to the adjacent outdoors

**CASEWORK**

- Combination upper and lower cabinets with sink

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with hot and cold water and bubbler

**ELECTRICAL**

- 4 duplex receptacles on each wall in addition to power for computers/technology
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Durable project tables on locking casters, ideally with resin surfaces, and ergonomic chairs and stools
- Mobile deep shelving units for storage and classroom dividers (on locking casters)—various shapes and sizes
- Mobile unit/small horizontal surface to support presentations
- Mobile supply storage units with bins for small materials and supplies

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### SCIENCE LABS

#### GENERAL CONCEPT AND ACTIVITIES

The science labs for grades 6-8 will feature a laboratory design consistent with Next Generation Science curriculum requirements as well as applicable safety requirements. Activities will include hands-on projects, experiments and lab projects, as well as large and small group instruction demonstrations and multimedia presentations. An adjacent outdoor learning area with tables and seating, a garden area, or access to wetlands can expand the science lab environment. The science labs should be able to accommodate 37 students.

These spaces could double as Project Lead the Way spaces. These rooms may require specific equipment, ventilation, a refrigerator, and storage.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest speakers

#### RELATIONSHIP AND ORGANIZATION

The science labs could be located close to other maker-spaces and the science prep/storage space for sharing materials. Ideally there would be access to an outdoor science area, directly adjacent to these rooms.



#### FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas
- Secured storage areas for volatile, flammable, and corrosive materials that is in accordance with the District's Hazardous Materials Storage Policy
- Appropriate ventilation for hazardous materials that emit noxious fumes, including high volume purge system in the event of accidental release of toxic substances which may become airborne
- Eye wash
- Consider two exits, if possible

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards or writable wall surface
- Tackable wall surface or tackboard

#### FLOORING

- Chemical-resistant sheet flooring with integral cove base
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain—coordinate with perimeter lab casework
- Interior and exterior shading devices—manual
- Doors (2) with vision panel and shading

**CASEWORK**

- 8-9 lab stations accommodating teams of 4, with epoxy resin counter tops/integral sinks
- Wall cabinets for science equipment—consider depth required for microscopes
- Teacher demo station with integral computer workstation, sink, and gas
- 1-2 tall cabinets for equipment storage and display

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Lab sinks with hot and cold water—vacuum breakers
- Emergency eye wash

**ELECTRICAL**

- 2 duplex receptacles at each station, in addition to power for computers/technology
- Duplex receptacles above casework and demo station
- Consider power in floor under lab tables

**HVAC**

- HVAC shall consider those rooms containing fume hoods

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Movable lab tables with resin tops
- Stools or chairs
- Mobile cart for lab supplies and/or plants, animal cages, etc.

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### SHARED SCIENCE PREP/STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

The shared science prep/storage room should function as a lab prep room and science equipment storage and will be used by both staff and students to gather supplies for a class lab. The space could also be used for student make up labs and tests, and support independent projects.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers

#### RELATIONSHIP AND ORGANIZATION

The room would ideally be located between or immediately adjacent to classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard

#### FLOORING

- Chemical resistant sheet flooring with sealed seams and cove base

### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for outdoor view
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

### CASEWORK

- 1-2 lab stations with epoxy resin counter tops/ integral sinks
- Wall cabinets for science equipment—consider depth required for microscopes
- 1-2 tall cabinets for equipment storage
- Analyze proposed chemical use in labs and consider if chemical storage cabinets are required

### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

### PLUMBING

- Lab sinks with hot and cold water—vacuum breakers
- Gas connection with master shut-off for gas
- Acid waste plumbing—avoid under sink clean out if possible—create sampling port for monitoring in lieu of central neutralizing tank if permitted by local authorities



**ELECTRICAL**

- 2 duplex receptacles on each wall
- Duplex receptacles above lab casework
- Power for technology charging station

**HVAC**

- Exhaust fan fume hood

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Stool
- Mobile cart for lab supplies

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### COLLABORATIVE SPACE FOR STUDENTS/ SMALL GROUP ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The collaborative space/small group room is a flexible space that could be used for a variety of small group activities, including parent/teacher meetings, class project work, staff/student conferences, individual testing, quiet focused student work, team projects, and presentation prep and rehearsal. Activities may require privacy, so acoustical control of the space is beneficial. This space could also be used to provide visiting special needs services to students with itinerant District staff or by administrators or counselors meeting with students or parents. These rooms are intended to support classroom learning, collaboration, and activities.

#### PRIMARY AND SECONDARY USES

- Teachers/staff
- Students
- Teacher's aides
- Parents

#### RELATIONSHIP AND ORGANIZATION

These collaborative spaces should ideally be located either close to or between classrooms. These rooms could be placed between a cluster of classrooms with visual connection to all rooms. This space may also be in corridors or in an outdoor area close to a classroom at existing schools. Exact location, quantity, and size of

space will vary depending on conditions of each existing campus, but would ideally be located in each wing.

#### FEATURES OF THE SPACE

- Visual connection to classrooms and circulation, when possible
- Good acoustical control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

#### FLOORING

- Carpet or resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Interior windows to classrooms or corridors to allow for supervision
- Doors with vision panel and shading

#### CASEWORK

- None

**LIGHTING**

- Natural daylighting if possible but not critical
- Overhead fixtures - indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computers and project tools

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### COLLABORATIVE SPACE FOR TEACHERS

#### GENERAL CONCEPT AND ACTIVITIES

The collaborative space for teachers is a large flexible workroom and professional development space where teachers may have a variety of workspaces and tables for small group activities, including cross-classroom or cross-grade level project or curriculum design, parent/teacher meetings, class project design, staff/student conferences, team projects, and presentation prep and rehearsal. Activities may require privacy so acoustical control of the space is beneficial.

Teachers can work together in this room to compare student performance data and student needs to allow for a more collaborative approach among teachers to support every student. This space also could include individual teacher workstations and personal storage, thereby eliminating that furniture and space need in the classroom, allowing the classroom to be dedicated to student activities.

#### PRIMARY AND SECONDARY USES

- Teachers/staff

#### RELATIONSHIP AND ORGANIZATION

These collaborative spaces should ideally be located close to classrooms. Exact location, quantity, and size of space will vary depending on existing conditions of each existing campus, but there should ideally be one in each wing of the school.

#### FEATURES OF THE SPACE

- Flexible layout for various activities and meetings
- Could include a separate small room for private conferences or phone calls

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

#### FLOORING

- Carpet or resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

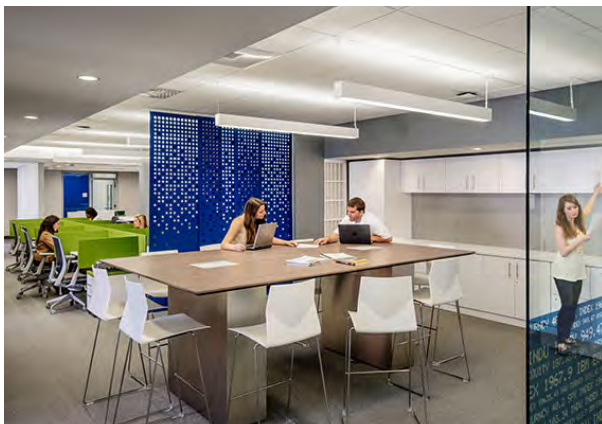
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- None

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors





**PLUMBING**

- None

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computers and project tools

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops for workstations

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools
- Could include workstations and storage for each teacher
- Tables with data and power receptacles

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### PROJECT STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This space would be used to store student projects in the development process as well as project materials. The space could also be used to store and charge technology devices so power should be included. The space would house any equipment required for different activities and projects such as technology equipment, presentation props, science equipment, etc. so the room must be secure.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students

#### RELATIONSHIP AND ORGANIZATION

The project storage rooms should be located with either direct access or very close to the flex lab and classrooms.

#### FEATURES OF THE SPACE

- A narrow space approximately 8 -10 feet wide will maximize wall space for shelving

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard surface for notes/inventory

#### FLOORING

- Sealed concrete or resilient flooring

#### WINDOWS / DOORS

- Exterior/interior windows are not required
- Doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—direct lighting
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on each wall
- Power for charging technology devices

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- Metal shelving in a variety of depths

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### OUTDOOR LEARNING SPACE

#### GENERAL CONCEPT AND ACTIVITIES

The concept of the outdoor learning space is to provide a supplement and alternative to indoor learning environments. Research has shown that the natural outdoor learning environment has positive benefits for learning and academic performance. These positive impacts of outdoor activities are particularly strong when they are an integral part of all curriculum. Outdoor learning space not only brings a sense of respite and calm, positively impacting the stress levels of both students and teachers, but also provides the perfect open environment for experiential learning. Southern California can provide a wonderful opportunity to use outdoor space for learning environments providing natural laboratories for science, agriculture awareness, performance, as well as core academic subjects. Outdoor learning spaces can create a strengthened relationship with the natural world as we strive to develop a culture of prudent environmental stewardship and literacy for the next generations.

These outdoor learning spaces on the campus can expand the typical school learning environment beyond the built classroom providing additional space for large and messy projects, movement and dance, or just having a quieter space for team collaboration or quiet reading. These spaces can be all over the campus but sight lines and supervision need to be considered with placement. Ideally some of these spaces would be located just outside the classrooms to allow students to easily access the outdoors. Since Southern California experiences

warmer weather during the summer and fall, many of these areas will need shade with trees or sun shelters. Planting and hardscape balance should also be considered in the development of these areas to maximize usage. If the area gets too much direct sun or too hot it will not serve its purpose. Consideration must also be given to planting and development that will not encourage pests, including bugs and rodents. Coordination with the District pest control division should be part of the planning and design process.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Teacher's aides
- Parents

#### RELATIONSHIP AND ORGANIZATION

Ideally these areas would be just outside classrooms but could also be in other locations on the site that provide easy access and visual connection to classrooms.

#### FEATURES OF THE SPACE

- Shade
- Outdoor seating
- Power
- Wi-Fi
- Consider exterior writing surfaces





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## SPECIAL EDUCATION: MIDDLE SCHOOLS



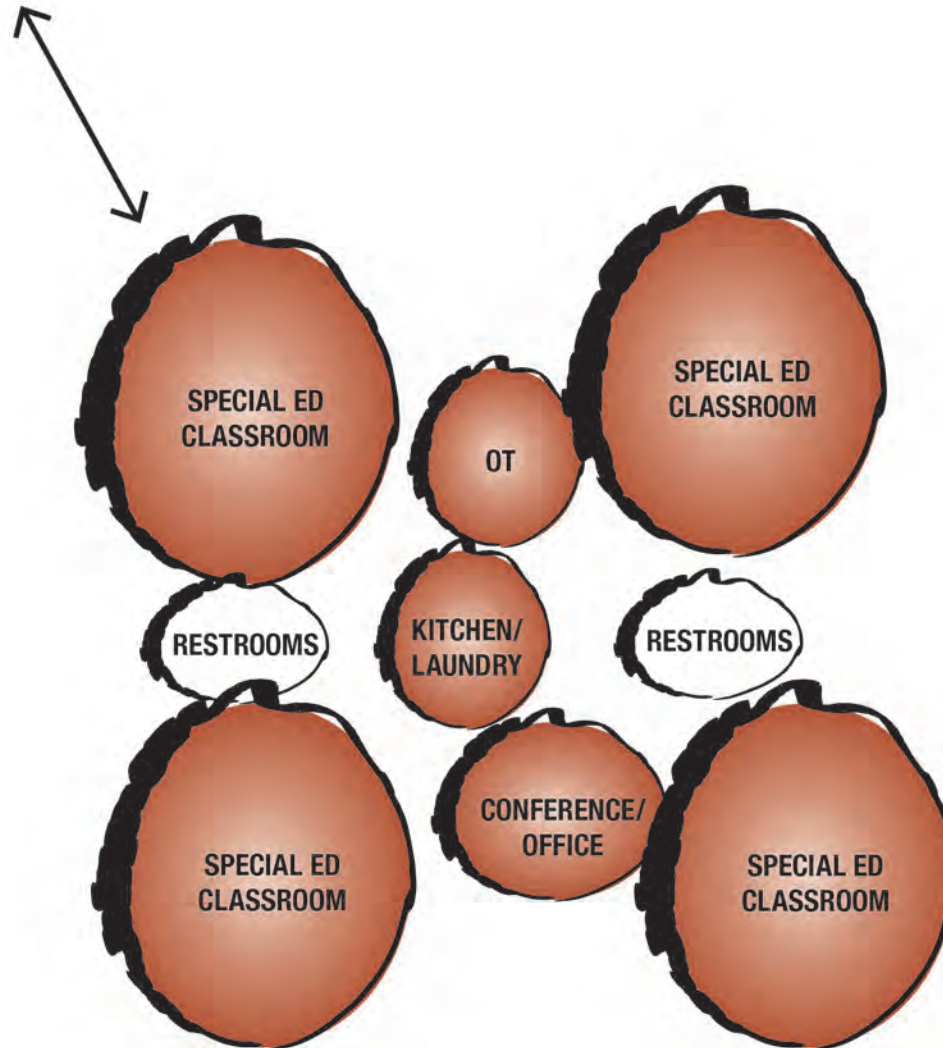
Special Education for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
SDC, Moderate to Severe (MS) Classroom	1,200
SDC, Specialized Health Care (SpHC) Classroom	1,200
SDC, Mild to Moderate (MM), Emotional Disabilities (ED) Classroom, and Deaf and Hard of Hearing (DHH)	1,200
S.U.C.S.E.S.S.	960
Speech/Language	300
Resource Room	500
Conference Rooms	200



# RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS

CLASSROOMS  
AND LABS





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### SDC, MODERATE TO SEVERE (MS) CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit moderate to severe disabilities, these special day classrooms provide an appropriate environment. These rooms should have accessible spaces for specialized equipment, as well as a bathroom attached to the classroom with a changing table. There should also be a refrigerator in the classroom for medical needs.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### FEATURES OF THE SPACE

- Consideration needs to be given to the storage of students' individual mobility equipment (this may be outside the classroom but some students may need this support while in the classroom as well)
- This space needs to be open and have plenty of room for ease of circulation in wheelchairs or other ambulatory support devices

- Large specialized bathroom attached to classroom with changing table

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator

**LIGHTING**

- Natural daylighting - maximize
- Overhead fixtures—indirect, where possible (consider tunable lights if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with cold water and bubbler
- Toilet and sink in restroom

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets
- Consider power-activated doors to classrooms, restrooms (and hallway if in a separate wing)

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### SDC, SPECIALIZED HEALTH CARE (SPHC) CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students with specialized health care needs, these special day classrooms provide an appropriate environment. These rooms should have accessible spaces for specialized equipment, as well as a bathroom attached to the classroom with a changing table. There should also be a refrigerator in the classroom for medical needs.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

#### LIGHTING

- Natural daylighting - maximize
- Overhead fixtures—indirect, where possible (consider tunable lights if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Sink with cold water and bubbler
- Large specialized bathroom attached to classroom with changing table

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets
- Consider power-activated doors to classrooms, restrooms (and hallway if in a separate wing)

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

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## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### SDC, MILD TO MODERATE (MM), EMOTIONAL DISABILITIES (ED), AND DEAF AND HARD OF HEARING (DHH) CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit mild to moderate disabilities, emotional disabilities, or who may be deaf or hard of hearing these special day classrooms provide an appropriate environment. These rooms should have flexible seating, accessible spaces for specialized equipment, as well as areas for individualized needs. These classrooms could potentially incorporate sensory considerations, such as dimmable lights. The design of these rooms should consider ways of assisting students who may be hard of hearing, such as amplification, lighting or other devices to get students' attention, and carpet or extra sound padding on walls.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.



#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible (consider specialized lighting, such as dimmable or colored lighting if budget permits)



- Low voltage light controls with scening capabilities
- Occupancy sensors

- various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

### **PLUMBING**

- Sink with cold water and bubbler
- Classroom should be located near a restroom

### **ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets

### **HVAC**

- No special requirements

### **TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

### **FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### S.U.C.S.E.S.S.

#### GENERAL CONCEPT AND ACTIVITIES

These special day classrooms provide an appropriate environment for students in the S.U.C.S.E.S.S. program. These rooms should have flexible seating, accessible spaces for specialized equipment, as well as areas for individualized needs. These classrooms could potentially incorporate sensory considerations, such as dimmable lights or classroom areas with limited sensory input.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible (consider specialized lighting, such as dimmable or colored lighting if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Classroom should be located near a restroom

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### SPEECH/LANGUAGE

#### GENERAL CONCEPT AND ACTIVITIES

This space will provide an office and meeting area where the speech pathologist can meet with students, parents, and other staff. This space will primarily be used to provide instruction to several students or one student at a time. Good acoustics are critical in this room. This room will serve all grade levels.

#### PRIMARY AND SECONDARY USES

- Staff
- Students
- Parents

#### RELATIONSHIP AND ORGANIZATION

This room ideally would be located in or close to the Classrooms with easy access from all classrooms.

#### FEATURES OF THE SPACE

- Wall mirror for visual word formation feedback

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Ideally would have exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Tall cabinets with adjustable shelves
- Staff wardrobe with coat/purse hook, 3 file drawers, and adjustable shelves

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computer and at staff workstation

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Workstation or area where student can use a computer, laptop computer or other technology device including headphones
- Table and 6 student chairs
- Staff workstation and storage
- Staff task chair
- Adult guest chair

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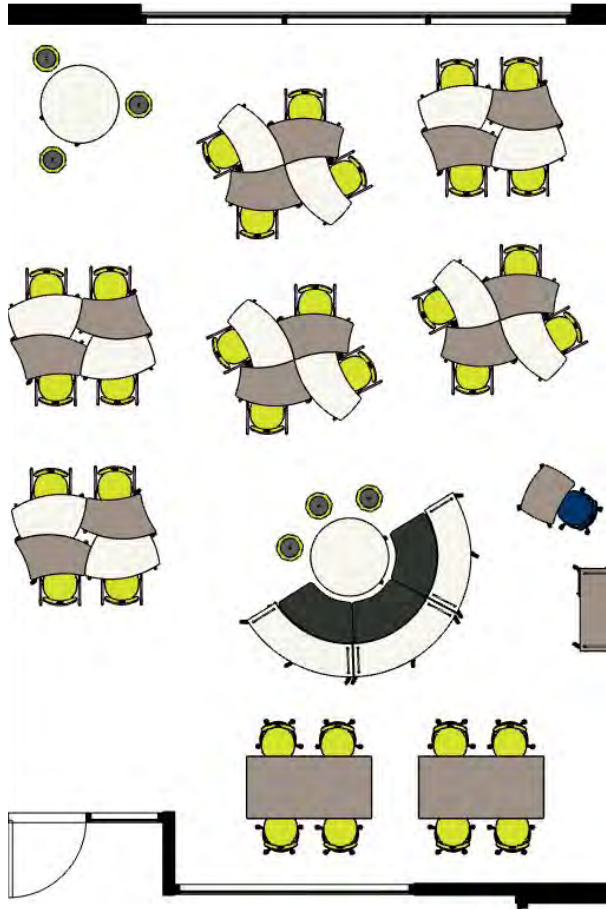
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## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### RESOURCE ROOM

#### GENERAL CONCEPT AND ACTIVITIES

This classroom is intended for students participating in the Resource Specialist Program. Typically, they are identified as students with mild to moderate learning disabilities. A special education teacher will provide direct intervention for identified special needs students. Individual, small, and large group activities may take place here. Activities in these classrooms will be similar to those in other regular classrooms so a variety of student group configurations and activities must be accommodated. This classroom should be designed to allow it to be used as a small group collaboration room.

#### PRIMARY AND SECONDARY USES

- Teacher
- Students
- Teacher aid or support staff

#### RELATIONSHIP AND ORGANIZATION

This classroom should be located among other classrooms. This room may be used as a small group collaboration room at some point in the future and this flexibility should be considered in its location.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink
- Teacher material storage

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs for reading

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## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### CONFERENCE ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

This conference room is for use by special education faculty and staff for meetings and conferences with parents and students. The room should include a projector and screen or a large flat screen monitor. Beverages may be served here. The room should be designed to allow an additional 2-3 people to be seated on the side of the room as necessary.

#### PRIMARY AND SECONDARY USES

- Teachers/staff
- Parents
- Students
- Aides

#### RELATIONSHIP AND ORGANIZATION

This space should be located in close proximity to the special education classrooms. The room should also be in close proximity to restrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackable wall surface
- Markerboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Interior and exterior manual shading devices, as required
- Interior doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

#### LIGHTING

- Natural daylighting when possible
- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider multiple types of lights over table

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Duplex receptacles in floor under conference table

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 data drop under table
- Rough-in for wall-mounted large flat screen monitors or interactive board (to potentially be added in the future)

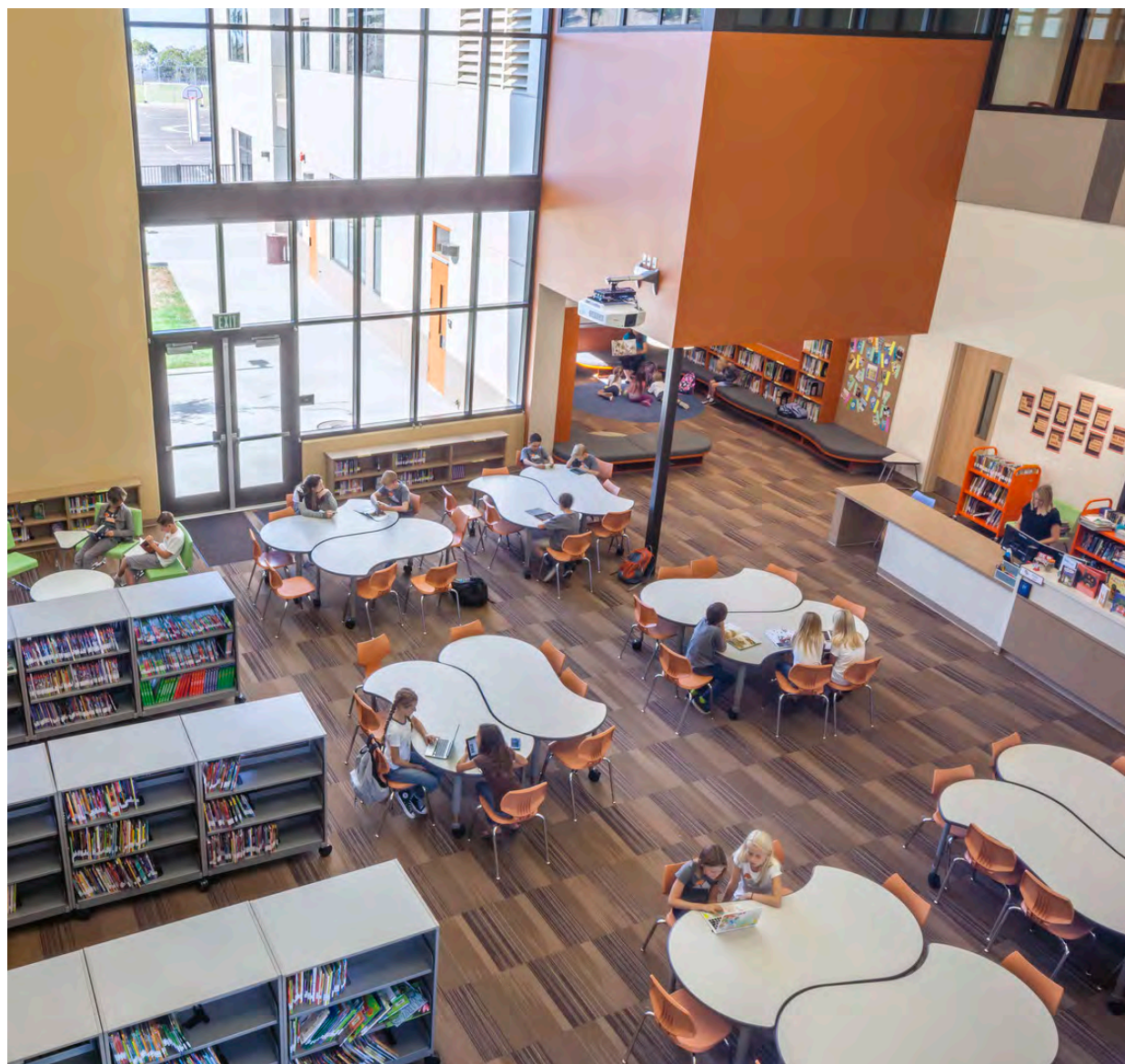
**FURNITURE FOR THE SPACE**

- 14 conference chairs
- Large conference table with integrated power and data ports
- Conference calling capabilities





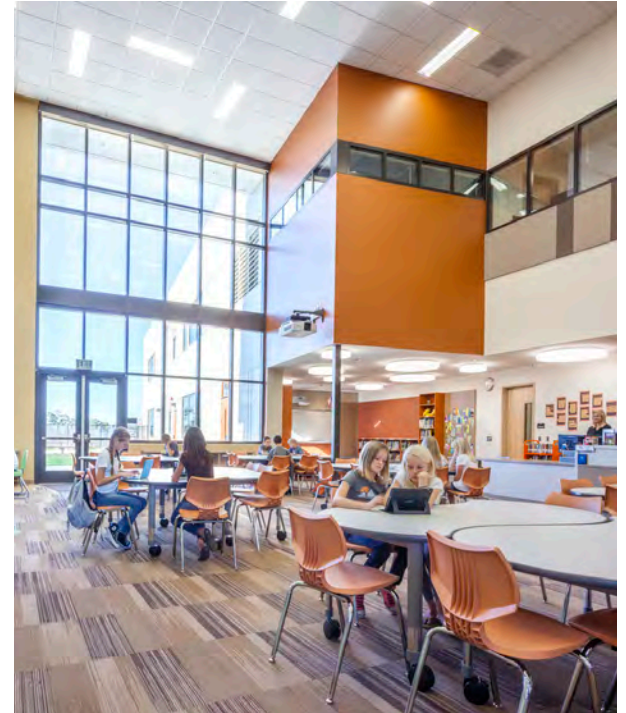
# LIBRARY/ MEDIA CENTER: MIDDLE SCHOOLS



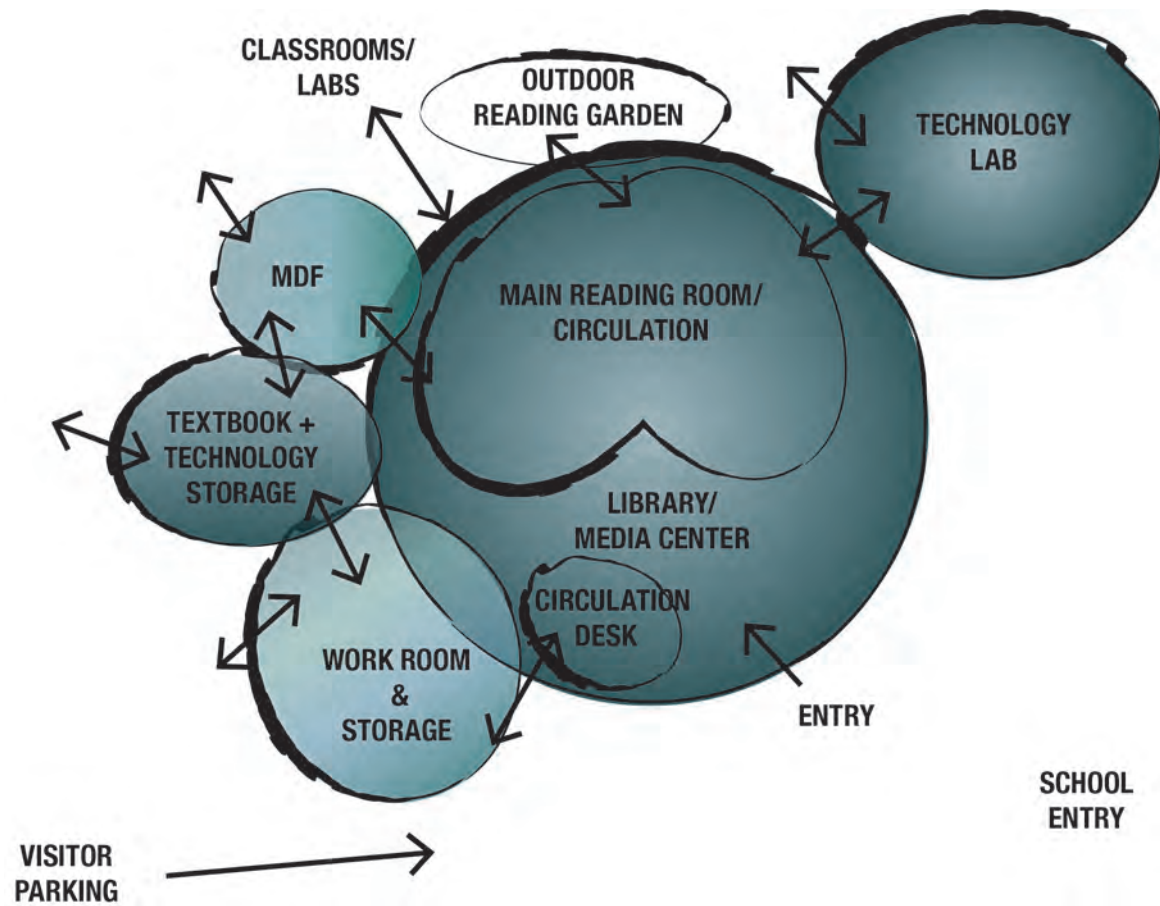
## Library/Media Center for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Main Reading/Collaboration Room	2,000 min.*
Workroom/Storage Room	220
Library/Media Center Office	150
Technology Lab	960
MDF/Technology Storage	150-160
Textbook Storage	600
Makerspace/Collaborative Research Space	1,000

\*The size of the Main Reading/Collaboration Room will vary depending on the size of the school, but generally should be a minimum of 2,000



# RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### MAIN READING/COLLABORATION ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The main reading/collaboration room of the Library/Media Center should function as a central hub for all students for reading, researching and developing project concepts, supporting collaboration, and providing exposure to printed materials and technology. While the space should be technology-rich with the latest tools for seeking, sharing, and documenting information and ideas, it should also be a space where students can work in groups to share ideas with each other or read a selected book or magazine in a comfortable and informal setting. The room will house the reading/reference book collection, the circulation and support desk with good sight lines of the entire room, periodicals, and computers, including search stations that can be used quickly. There should also be an area with an interactive board or instruction wall and projector where an entire class could meet for instruction and discussion. The size of this area should be somewhat expandable for larger group meetings. Furniture groupings should be low in stature to permit proper supervision of the entire space and support team and independent work as well as class presentations. Students may use this space for homework before and after school. This space needs to be very flexible to allow for future modifications as the needs and purpose of this type of space evolves in the future.

#### PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

#### RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be central to all classroom areas of the school and positioned to allow access to the space by the community during or after school hours, without having the entire campus open to public access. It would be beneficial to have direct visual connection to the outdoors for nice views and sense of outdoor awareness.

#### FEATURES OF THE SPACE

- Very flexible
- Mobile shelving (no fixed shelving)
- Cozy corner for individual reading

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackable wall space or tackboards
- 42" display cases and cubes
- Consider an interactive board, writing wall, or screens

**FLOORING**

- Carpet
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Consider skylights or clerestory windows as an option to provide additional daylight
- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Consider glass entry doors or large vision panels if possible
- Large exterior windows that provide maximum natural daylight without heat gain—position for outdoor view possibly to reading garden or site vista
- Interior and exterior shading devices—manual
- Doors with vision panels with shading to adjacent spaces

**CASEWORK**

- Circulation desk with space for computers, technology, book return, supply storage and filing—position for good sight lines of the entire space (this could also be a mobile unit to provide future flexibility)

**LIGHTING**

- Natural daylighting when possible
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- 2-4 duplex receptacles on each wall in addition to power for computers

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 4-6 data drops for student or community use
- 1 data drop for presentations
- Extron system
- Mobile flat screen monitors
- Short throw projector and projection screen

**FURNITURE FOR THE SPACE**

- Mobile tables and chairs (could be on casters)
- Stations for technology support
- Lounge chairs
- Floor pillows or beanbag chairs
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Mobile shelving for book collection
- Large picture book display cubes



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### WORKROOM/STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

The Library/Media Center workroom would serve Library/Media Center staff and other teachers for cleaning and prepping books for circulation, sorting returned materials, and storing materials, technology, and equipment. This could function as a research area for staff as well.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be adjacent to, and with direct access to the Library/Media Center Main Reading/Gathering room as well as to the Library/Media Center office. It may be beneficial to have access from a corridor or outdoor circulation for teacher access and deliveries.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard and writable wall surface

#### FLOORING

- Resilient flooring

### WINDOWS / DOORS

- Exterior windows are not needed and will only take up valuable wall space
- Interior window to main reading/collaboration room
- Door with vision panel and shading

### CASEWORK

- Could have some fixed shelving but loose shelving will provide more flexibility for the room in the future
- Tall cabinet and staff wardrobe for storage for media specialist's personal items

### LIGHTING

- Overhead fixtures—indirect, if possible
- Occupancy sensors

### PLUMBING

- None

### ELECTRICAL

- Power for technology charging station
- 1-2 duplex receptacles on each wall in addition to power for computer

### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data ports for computer carts

**FURNITURE FOR THE SPACE**

- Workstation with storage and task chair
- Metal book storage
- Book carts
- Technology charging station

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### LIBRARY/MEDIA CENTER OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The Library/Media Center office would serve one Library/Media Center staff member. There should be space to plan and have files, as well as a desk and a phone. This space would also serve as the central multimedia control room. This should have an internal window to the main reading/collaboration room to monitor activity.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be adjacent to, and with direct access to the Library/Media Center main reading/collaboration room and the workroom/storage space.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Exterior windows are not needed
- Interior window to main reading/collaboration room
- Access to the workroom/storage, if possible
- Door with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Data port at workstation location

#### FURNITURE FOR THE SPACE

- Workstation with storage and task chair
- File storage



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### TECHNOLOGY LAB

#### GENERAL CONCEPT AND ACTIVITIES

The technology lab should be very flexible in layout to support a variety of current and future technology. This room may be used for smart testing and should be able to accommodate 40 computers with large screen monitors, but technology support surfaces should be loose to allow for smaller devices to be used in this room as well. This space could also be used when a teacher would like all students to be doing research on a computer or technology device. A portion of this room could also be used for electronic project development and documentation and include a filming/video and editing area. This space should be designed to support a virtual reality lab area with appropriate technology supports and power.

#### PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be directly off the main reading/ collaboration room for flow back and forth between these two spaces. The technology lab does not need to be a separate room with a door, but could be a dedicated area of the Library/Media Center with partial walls or transparent partitions and acoustical control, however security of technology must be considered if doors are

eliminated. If the space is used for filming, a door should be included.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Interactive boards or large flat screen displays

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Doors with vision panel and shading, if there is a door

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—indirect light will be important
- Low voltage light controls with scening capabilities
- Occupancy sensors



**PLUMBING**

- None

**ELECTRICAL**

- 2-3 duplex receptacles on each wall in addition to power for computers and printers

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data ports for computer carts
- Extron system
- Mounted short throw projector and projection screen
- Mobile flat screen monitors

**FURNITURE FOR THE SPACE**

- Mobile adjustable workstations with cord management
- Ergonomic chairs
- Presentation station
- Comfortable lounge seating in some areas

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### MDF/TECHNOLOGY STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This is the hub for the voice, video data distribution, and technology control center. The MDF room will be connected to IDF rooms throughout the campus. The MDF contains racks for data distribution equipment. This space would also be used to service and store technology devices needing repair.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

This space would be located as part of the Library/Media Center but it could be located in another central area of the campus where there is easy access for continued network maintenance and interface. Ideally staff serving the network would not have to interrupt student activities or testing.

#### FEATURES OF THE SPACE

- Air and humidity control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Static, dissipating resilient flooring

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex outlets on each wall
- Dedicated outlets with surge protection for server racks
- UPS system
- Server

#### HVAC

- Cooling in this room shall be available 24/7

**TECHNOLOGY/COMMUNICATIONS**

- Data ports
- Wireless access

**FURNITURE FOR THE SPACE**

- Server racks

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### TEXTBOOK STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This room would house all textbooks while text books are still being used. In the future it may be used to store devices and materials shared between classes. This room could house charging station carts for laptops and tablets. This room could function as a support space for technology support staff for the school.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

It would be beneficial to have this space centrally located to the core academic area and the Library/Media Center, but this is not critical. It should be located near the campus loading area for ease of delivery of materials.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard for inventory and posting notes

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Avoid windows to maximize wall space for shelving
- Door with vision panel and shading
- Solid door (in case technology is stored here)

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 1 -2 duplex receptacles on each wall in addition to power for technology charging stations

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Shelving for books and technology devices





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### MAKERSPACE/COLLABORATIVE RESEARCH SPACE

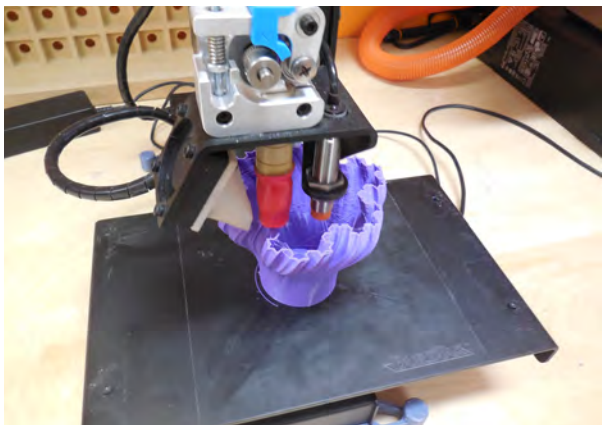
#### GENERAL CONCEPT AND ACTIVITIES

The makerspace/collaborative research space will be used as a flexible project room and laboratory for instruction and small group research work. The design of this laboratory should be very flexible in layout to support a variety of current and future technology and activities. Although presentations and lectures may take place in the room, the makerspace/collaborative research space will primarily be used for group research, hands-on learning, and project work. It would be ideal if food were allowed in this area, so students could come in during their breaks and use this area as a place to relax while still having access to technology.

This room should be able to accommodate computers with large monitors, as well as technology support surfaces to allow for smaller devices to be used in this room. Students will use this room during the day but this space could potentially be used by parents or community members after school.

#### PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members



#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be directly off the main reading/collaboration room for flow back and forth between these two spaces. This space may be used by parents or community as well as students. The makerspace/collaborative research space does not need to be a separate room with a door, but could be a dedicated area of the Library/Media Center with partial walls or transparent partitions and acoustical control, however security of technology must be considered if doors are eliminated.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Projection screens

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Doors with vision panel and shading, if there is a door

**CASEWORK**

- Storage for marker materials

**LIGHTING**

- Overhead fixtures—indirect light will be important
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- 2 -3 duplex receptacles on each wall in addition to power for computers and printers

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data ports per wall
- Extron system
- Mounted short throw projector and projection screen
- Mobile flat screen monitor

**FURNITURE FOR THE SPACE**

- Mobile adjustable workstations with cord management
- Ergonomic chairs
- Presentation station
- Comfortable lounge seating in some areas
- Mobile storage



## VISUAL AND PERFORMING ARTS: MIDDLE SCHOOLS





Visual and Performing Arts for Middle Schools

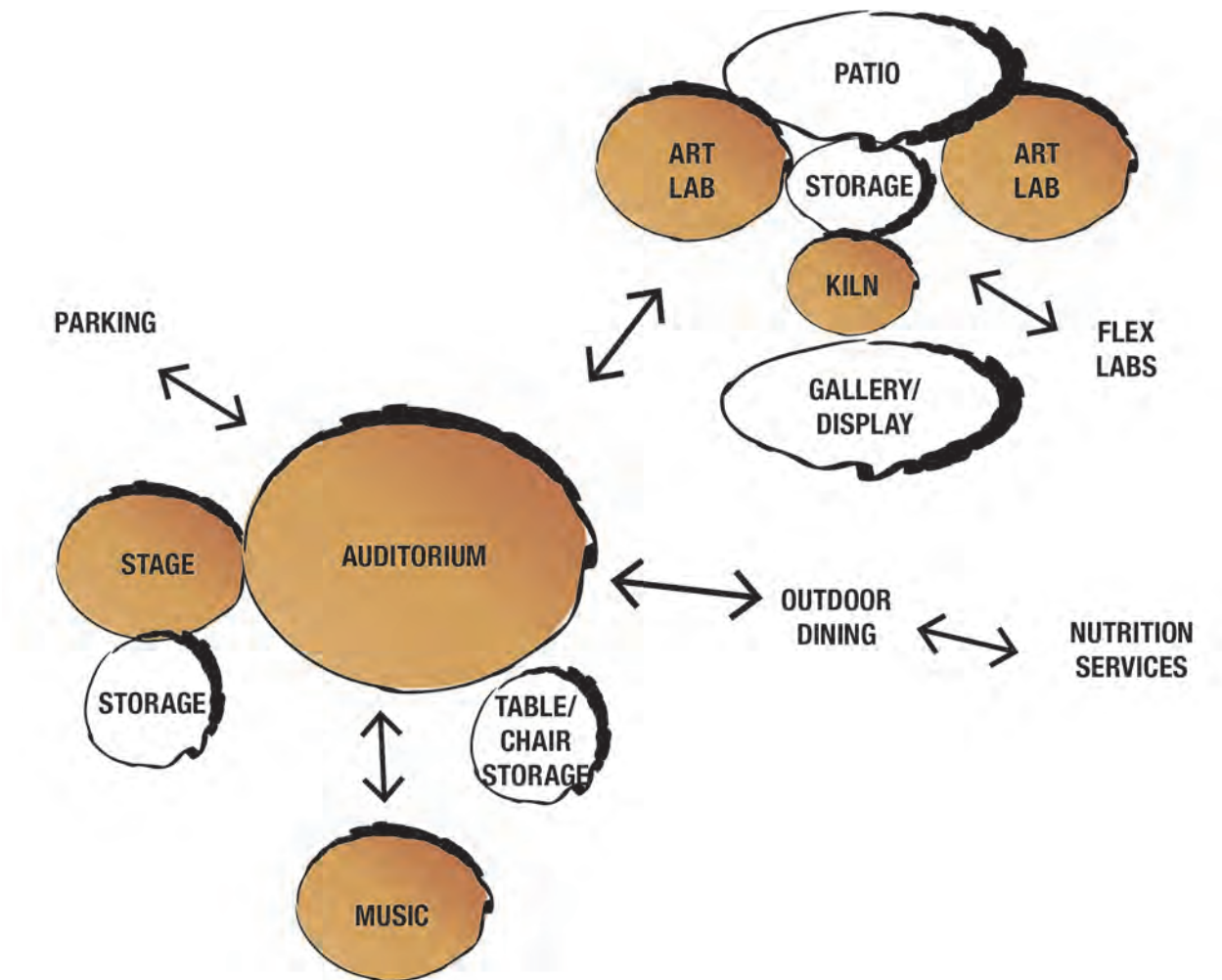
PROGRAM SPACE	NET PROGRAM SQ. FT.
Art Lab	1,200
Kiln Room and Storage	400
Music/Band	1,400 min.*
Chorus Room	1,200 min.*
Instrument Storage	400 min.*
Practice Rooms	100
Music Office	200
Auditorium	varies
Stage	2,000

\*Size of space will need to be related to the size of school





# RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### ART LAB

#### GENERAL CONCEPT AND ACTIVITIES

This art lab should accommodate 39 students at a time. Students will engage in activities like painting and drawing. The lab will also provide storage for art materials and supplies and house student projects in process. Projects and activities will be varied but could include individual and group projects, presentations, and critiques.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest artists

#### RELATIONSHIP AND ORGANIZATION

Direct access to an outdoor area would enhance the use of the art lab. Daylighting, particularly north light, is preferred for this room.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls
- Display cases or large monitors just outside lab if possible

#### FLOORING

- Resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for north light if possible
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Consider door to outdoor project area

#### CASEWORK

- Base cabinets with large sinks and wall cabinets above
- Tall cabinets both 12” and 24” deep with 6 adjustable shelves for storage of art supplies, paint, paper, etc.
- Large cubbies for storage of student projects
- Consider flat file drawers for larger papers

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors



**PLUMBING**

- 2-3 large sinks with hot and cold water and clay trap
- Consider hose bib for outdoor project area

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles above lab casework

**HVAC**

- Manual purge exhaust system

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2-3 data drops for computers
- 1 data drop for teacher use
- Extron system
- Short throw projector and projection screen

**FURNITURE FOR THE SPACE**

- Movable and durable tables
- Stools or chairs
- Mobile cart for art supplies
- Easels
- Drying rack

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### KILN ROOM AND STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

The kiln room would be utilized by teachers to fire student work from ceramics class. This room should be able to be secured to keep students out without supervision.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students

#### RELATIONSHIP AND ORGANIZATION

This space should be directly adjacent to the art lab and should accommodate student project storage.

#### FEATURES OF THE SPACE

- Appropriate venting

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING/DISPLAY SPACES

- Consider tack space for listing of inventory and instructions

#### FLOORING

- Sealed concrete

#### WINDOWS/DOORS

- Windows to exterior not required
- Interior windows to lab for supervision if space allows
- Vision panel in door

#### CASEWORK AND EQUIPMENT

- Storage for equipment and tools

#### LIGHTING

- Overhead fixtures
- Consider task light over glazing worksurface

#### PLUMBING

- Sink with hot and cold water and clay trap
- Accessible sink

#### ELECTRICAL

- Electrical outlets on each wall and above counter top
- Electrical to support running kiln

#### HVAC

- Exhaust fan

#### TECHNOLOGY/COMMUNICATIONS

- None

#### FURNITURE FOR THE SPACE

- Mobile project cart





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### MUSIC/BAND ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The music/band room will be utilized for music classes, rehearsals, and band practice. The space should be climate controlled and allow for storage of some equipment in addition to the instrument storage room. This room may hold stands, chairs, or risers. The room should accommodate at least 54 students. This space would be separate from the Chorus room, as both spaces would need to be used simultaneously. The room should be sound proofed with insulated walls.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest performers/artists

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be close to the auditorium or multipurpose room, and would have an adjacent outdoor performance area.

#### FEATURES OF THE SPACE

- High ceiling, if possible
- Good acoustics and sound control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Consider sound rated doors depending on location

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Clerestory/Solatube
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK

- Sheet music storage

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Sink with tall faucet

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Power for electronic keyboards and electrical instruments

**HVAC**

- Quiet HVAC system (noise from equipment and air flow should not be audible inside classroom)

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4
- Sound system with microphones, amplifier, mixer, MIDI

**FURNITURE AND EQUIPMENT**

- Music chairs and stands
- Portable risers
- Conductor's chair, podium, and stand
- Metronome
- Piano or electronic keyboard

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### CHORUS ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The chorus room will be used in addition to the music/band room. This space will be used for choral rehearsals. This space will utilize music stands, chairs, and risers. The room should be sound proofed with insulated walls. The chorus room should accommodate 54 students.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest performers/artists

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be close to the music/band room, the auditorium or multipurpose room, and would have an adjacent outdoor performance area.

#### FEATURES OF THE SPACE

- High ceiling, if possible
- Good acoustics and sound control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Consider sound rated doors depending on location

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Clerestory/Solatube
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK

- Cabinets for sheet music

#### LIGHTING

- Clerestory/Solatube
- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None



**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Power for electronic keyboards and electrical instruments

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4
- Sound system with microphones, amplifier, mixer, MIDI

**FURNITURE AND EQUIPMENT**

- Music chairs
- Music stands
- Risers
- Piano or electronic keyboard

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### INSTRUMENT STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This room is for the storage of school instruments. The room should be sized for growth of the program. Students will access this room before and after class and practice. This space should be climate controlled to keep instruments in good condition. This room could have a lot of student traffic flow in it at one time, so organization is critical, and the room should be securable when not in use.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers

#### RELATIONSHIP AND ORGANIZATION

The instrument storage room should be adjacent to or easily accessible to both the music/band room and the auditorium stage if possible

#### FEATURES OF THE SPACE

- A long narrow space can maximize wall space for instrument storage cabinets

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard for notices/instructions

#### FLOORING

- Resilient flooring or sealed concrete

#### WINDOWS / DOORS

- Two doors are ideal for efficient student flow in and out of the space

#### CASEWORK/EQUIPMENT

- Instrument storage cabinets with grills
- Wall mounted braces for large instruments
- Base cabinet with sink for cleaning instruments
- Cabinets for sheet music

#### LIGHTING

- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Sink

#### ELECTRICAL

- Duplex receptacles on 2 walls

#### HVAC

- No special requirements



**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### PRACTICE ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The practice room will be utilized for music and singing rehearsals. This room may hold stands or chairs. The room should be sound proofed with insulated walls.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be close to the music/band room or chorus room.

#### FEATURES OF THE SPACE

- High ceiling, if possible
- Good acoustics and sound control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Consider sound rated doors depending on location

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Resilient flooring or sealed concrete
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Clerestory/Solatube
- Interior and exterior shading devices—manual
- Doors with full vision panel and shading

#### CASEWORK

- Sheet music storage

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Power for electronic keyboards and electrical instruments

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Music chairs
- Music stands

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### MUSIC OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The room will provide an office for the music instructor and a place to meet and counsel students. It will also provide secure storage for the program and can provide a location for audio system and media.

#### PRIMARY AND SECONDARY USERS

- Teachers
- Students

#### RELATIONSHIP AND ORGANIZATION

This office should be adjacent to the music/band room, chorus room, and practice rooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING/DISPLAY SPACES

- Consider small tackboard

#### FLOORING

- Sealed concrete

#### WINDOWS/DOORS

- Vision panel in door with shading

#### CASEWORK AND EQUIPMENT

- None

#### LIGHTING

- Overhead fixtures

#### PLUMBING

- None

#### ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- 1 data drop for teacher use
- Wireless access points for public and private networks
- Telephone and office-to-classroom two-way communication

#### FURNITURE FOR THE SPACE

- Teacher workstation and task chair
- Storage system





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### AUDITORIUM

#### GENERAL CONCEPT AND ACTIVITIES

The auditorium is one of the main assembly spaces of the school. It may host a variety of events including music performances, plays and spoken word, presentations and general meetings. There should be a stage with rigging, curtains and structure for stage lighting. The size of the space will depend on the school population.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The auditorium should be adjacent to public parking for easy access by parents and the community as well as for loading in equipment.

#### FEATURES OF THE SPACE

- High ceiling and adequate width opening for sight lines
- Acoustical control
- Sound system with speakers

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Consider acoustical sound doors if budget permits

#### WRITING / DISPLAY SPACES

- Display cases in lobby
- Mobile markerboard

#### FLOORING

- Resilient flooring or wood
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Door access to back of stage from corridor
- Consider option for outdoor access for larger sets

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—general light
- Basic stage lighting and control panel

#### PLUMBING

- None

**ELECTRICAL**

- Duplex receptacles on all walls
- Power for sound system and system controls
- Power for stage lighting and system controls
- Power/controls for projector and screen

**HVAC**

- Consider acoustics

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops (one on each side of opening)
- Extron system
- Projection system and electric projection screen
- Sound system and microphone

**FURNITURE FOR THE SPACE**

- Portable risers
- Music chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### STAGE

#### GENERAL CONCEPT AND ACTIVITIES

The stage will support performances and presentations for the entire school, as well as music classes and practice space. It could also potentially be used by the community as well. Types of performances include both band and choral concerts, drama performances with sets, combination dancing and music performances, and multimedia performances. There will be stage rigging with curtains and stage lighting to support a variety of performances and presentations. The stage would be raised about 30"–36" above the multipurpose room floor so the facility should include thoughtful universal access.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The stage would be directly off the multipurpose room and ideally positioned to maximize sight lines for spectators seated in the multipurpose room. The stage should be in close proximity to restrooms for use by performers. Consider how adjacent areas might be able to provide a support space (greenroom) if located behind or adjacent to the stage.

#### FEATURES OF THE SPACE

- High ceiling and adequate width opening for sight lines

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Consider acoustical sound doors if budget permits

#### WRITING / DISPLAY SPACES

- Mobile markerboard for classes

#### FLOORING

- Resilient flooring or wood

#### WINDOWS / DOORS

- Door access to back of stage from corridor
- Consider option for outdoor access for larger sets

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—general light
- Basic stage lighting and control panel

#### PLUMBING

- None

**ELECTRICAL**

- Duplex receptacles on all walls
- Power for sound control board

**HVAC**

- Consider acoustics in design of system for the stage
- Consider heat from performance lights and equipment

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops (one on each side of opening)
- Sound system and microphone

**FURNITURE FOR THE SPACE**

- Portable risers
- Music chairs
- Lockable mobile storage





## NUTRITION SERVICES: MIDDLE SCHOOLS



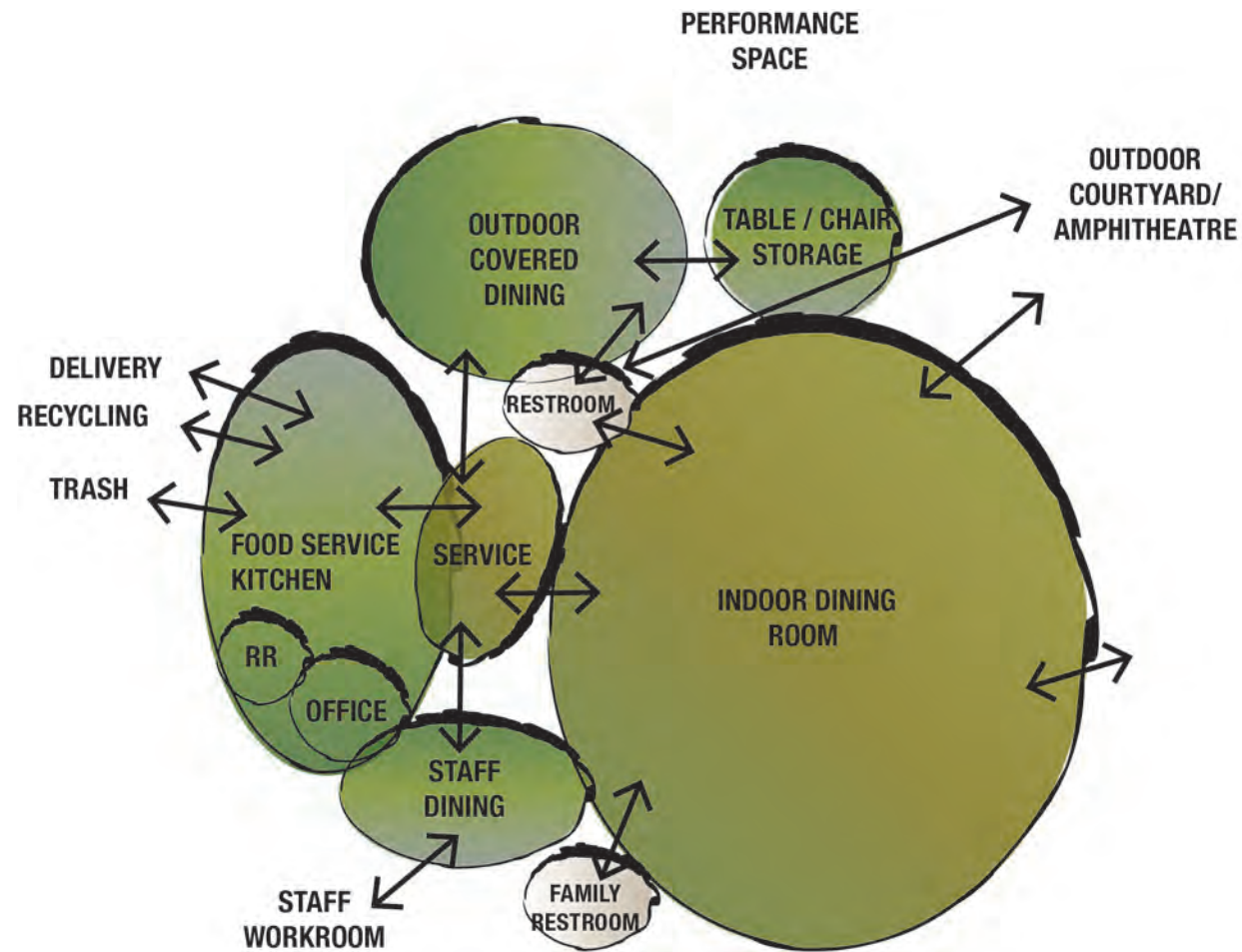
Nutrition Services for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Kitchen (with Office)	*1,500-2,000
Serving Lines/Point-of-Distribution	*2,500-3,000
Dining (Interior)	varies*
Dining (Covered Exterior)	*
Table and Chair Storage	400 min.*
Staff Dining	600 min.*
Custodial Room	

\*Space will vary depending on size of school. Minimum square footage as noted.



## RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### KITCHEN (WITH OFFICE)

#### GENERAL CONCEPT AND ACTIVITIES

The kitchen will be used for preparation of morning nutrition and lunch at this campus. Food items will be prepared and cooked/baked on site. Depending on the size of the school, there could be 4-8 staff working in the kitchen. Staff will be responsible for preparing and serving food in service lines.

The kitchen area should have Wi-Fi, data ports for Point-of-Sale (POS), and multiple phone sets for easy access throughout the kitchen.

#### PRIMARY AND SECONDARY USES

- Nutrition Services staff

#### RELATIONSHIP AND ORGANIZATION

The kitchen should be adjacent to the serving area and close to the multipurpose room. It should also be close to a delivery landing/loading dock area, custodial room, and trash/recycling pick-up area.

#### FEATURES OF THE SPACE

- Commercial kitchen equipment
- Walk in cooler and freezer
- Kitchen office with AC
- Staff locker room with restroom
- Hood with Ansul system
- Student serving lines

- Delivery area, trash, and can wash directly outside
- Indoor dry storage room or dedicated area in the kitchen
- Multiple wall phones throughout the space
- Washable ceilings and floors

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small markerboard or writing surface by office

#### FLOORING

- Quarry tile

#### WINDOWS / DOORS

- Consider a few high windows to allow natural daylight into the space-avoid windows below 6' as they take up valuable wall space
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls

**PLUMBING**

- 3 compartment sink and connections to equipment
- Hand sinks
- Mop sink
- Hot water heater capable of heating and cooling
- Gas shut-off valve for kitchen hood Ansul system
- Garbage disposals and pre-rinse

**ELECTRICAL**

- Power connections specific to all commercial kitchen equipment
- 2-3 Duplex receptacles on all walls
- Power for computer in office

**HVAC**

- Appropriate ventilation for equipment
- Maintain 65 degrees year round
- Capable of heating and cooling
- Gas shut-off valve for kitchen hood Ansul system

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 data drop in office

**FURNITURE FOR THE SPACE**

- Workstation with storage in office
- Task chair for office
- Mobile stainless steel tables for prep



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### SERVING LINES/POINT-OF-DISTRIBUTION

#### GENERAL CONCEPT AND ACTIVITIES

All schools should include speed lines (no walk up windows) to ensure that students can get their lunch quickly. This area will be used to serve breakfast, lunch, and morning nutrition break in an efficient manner. Students should be able to move through the line quickly selecting options and then move to one of the cashiers. Hot food items, salads, sandwiches, fresh fruit and vegetables, and other food options will be served, as well as cold drinks. This area may be used for serving food during community or other type of events in the summer or evenings. There may also be kiosks or mobile structures that house serving equipment to serve students at locations outside of the kitchen.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff

#### RELATIONSHIP AND ORGANIZATION

This space should be located between the kitchen and the indoor dining space, with direct access to the exterior dining area.

#### FEATURES OF THE SPACE

- Consider creative signage above serving lines, identifying food options

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Markerboard or display board for menu options

#### FLOORING

- Quarry tile

#### WINDOWS / DOORS

- N/A

#### CASEWORK AND EQUIPMENT

- Stainless steel corner guards
- Ovens
- Warmers
- Prep Tables
- Combi-ovens

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls

#### PLUMBING

- Connection to fill serving equipment

**ELECTRICAL**

- Power for serving equipment
- Power for electronic check out/cashier's station—  
may be a card reader
- Power for POS units

**HVAC**

- Maintain 65 degrees year round
- Capable of heating and cooling

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops at cashier station

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### DINING (INTERIOR)

#### GENERAL CONCEPT AND ACTIVITIES

This room will serve as a central gathering space for both the school and the community. The primary functions for the room include dining, community meetings, and a variety of larger group school meetings and evening functions. Students will gather in this space upon arrival at school in the morning for morning nutrition. The area should be adjacent to the kitchen and serving area with speed lines, as well as to the auditorium, so it may act as a “green room” or staging area before performances. Dining tables should be set up in a way that is welcoming and comfortable for students to eat and socialize with friends.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The dining room/multipurpose room should be a focal point for multiple functions in the school. It should be located in proximity to the classrooms, but convenient for community use and able to be zoned for evening use without allowing access to the entire campus. Ideally this space would be close to the student drop-off area so students can immediately come to this space for morn-

ing nutrition. This space would be adjacent to the kitchen and serving area and the outdoor dining area, as well as the auditorium.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Address acoustics for performances

#### WRITING / DISPLAY SPACES

- Tackable wall space
- Consider display cases or display options for art

#### FLOORING

- Resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for view and connection to outdoor dining
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Consider skylights or clerestory if possible but this type of window must include electric shades to control light for presentations

#### CASEWORK

- None

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Performance lighting for stage area

**PLUMBING**

- Drinking fountain with bottle filler

**ELECTRICAL**

- 2-3 duplex receptacles on all walls
- Power for presentation computer

**HVAC**

- Energy efficient HVAC package units
- HVLS fans

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 permanently mounted digital projector
- Large electric presentation screen on stage
- Sound system
- Video port
- Extron system

**FURNITURE FOR THE SPACE**

- Folding or flip-top tables on locking casters in a variety of shapes and sizes to accommodate a range of 2-8 students in separate chairs
- Durable and ergonomic high density stacking chairs
- Mobile carts for stacking chairs
- Trash containers

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### DINING AREA (EXTERIOR—COVERED)

#### GENERAL CONCEPT AND ACTIVITIES

This area will provide dining space for students in addition to the interior dining space. These covered dining pavilions should allow good cross ventilation, plenty of shade, and natural lighting in the covered space. A garden area with low bushes and shade trees could surround the shade structures to expand the dining area and options. The covered dining space can also provide an outdoor informal gathering and learning space for students both during and after school. This space should be designed to provide a comfortable eating area for students, with enough space for kids to be able to relax and socialize while they eat.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The outdoor covered dining area should be located adjacent to the interior dining space. The space should be directly accessible from the serving area. This space should be located away from outdoor fields and hard-scape play areas where students may be playing while other students are trying to eat lunch to avoid noise and balls flying into the dining area.

#### FEATURES OF THE SPACE

- Good cross ventilation
- Pleasant environment to allow for quiet breaks at lunch
- Consider pavilion design and material that is transparent and allows for natural light
- Trash cans should be placed far enough away from buildings to avoid inviting pests indoors
- Avoid designs that facilitate bird nesting

#### ENVIRONMENTAL SOUND CONTROL

- Ceiling material should moderate sound to allow for conversation

#### LIGHTING

- Natural daylighting—maximize

#### PLUMBING

- Consider a hose bib and coordinate drain and sewer connection with site storm water management system

#### ELECTRICAL

- Consider power for outdoor projects

#### HVAC

- None



**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Outdoor tables and chairs
- Trash containers

SPACE DESCRIPTIONS  
& RELATIONSHIPS:  
MIDDLE SCHOOLS

TABLE & CHAIR STORAGE

GENERAL CONCEPT AND ACTIVITIES

This storage room will be used to store chairs and dining tables during alternative uses of the room.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This room should have direct access to the multipurpose room and indoor dining space.

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Consider an oversized door for convenience

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls in addition to power for technology charging station

HVAC

- Exhaust fan or relief vent

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Chair and table carts



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### STAFF DINING/WORKROOM

#### GENERAL CONCEPT AND ACTIVITIES

This space will be available for use by all staff for dining during the day. Staff may store outside food in the refrigerator in this room or purchase food from the service line. There should be an area for staff to heat up food or prepare a light meal. The room may also be used for staff collaboration and informal meetings. Staff may use this room in conjunction with the workroom.

#### PRIMARY AND SECONDARY USES

- All Staff

#### RELATIONSHIP AND ORGANIZATION

This space should be located adjacent to the staff collaboration space, but in proximity to the serving area and Nutrition Services kitchen, if possible. Staff dining could be a part of the workroom if there was a visual and acoustical barrier between the 2 spaces.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small markerboard or tackboard

#### FLOORING

- Resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices
- Doors with vision panel and shading
- Refrigerator
- Microwave/Toaster Oven
- Coffee Maker/Kettle

#### CASEWORK

- Base cabinets with drawers and doors and sink
- Wall cabinets

#### LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Sink

**ELECTRICAL**

- Power for refrigerator, coffee maker, and microwave
- Duplex receptacles above counter
- Duplex receptacles on every wall
- Power for vending machine
- 220v if copier located here

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access to public and private networks
- Data port for copier

**FURNITURE FOR THE SPACE**

- Folding or flip-top tables on locking casters to sit 8
- High density stacking chairs
- Refrigerator
- Microwave
- Coffee maker





## PHYSICAL EDUCATION: MIDDLE SCHOOLS

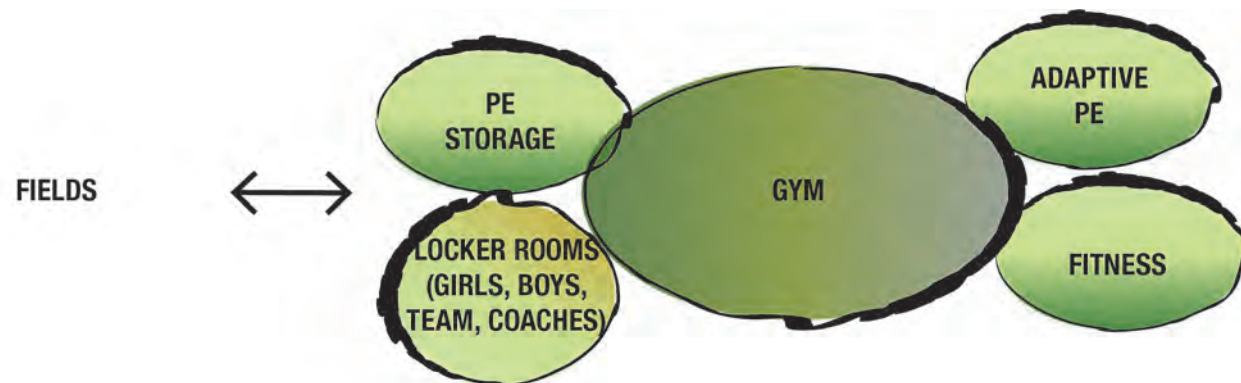


### Physical Education for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
PE Storage	300
Adaptive PE	400
Locker Rooms	1,300
Weight Room/Circuit Room	2,200
PE Office with Restroom	200
Gym/PE Space	9,000
Outdoor Field & Hardscape Court Space	



## RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### PE STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This room will be used to store a variety of PE equipment on the wall in racks and shelves, and on hooks and mobile carts. This room could also provide space for individual PE activities that can take place in a quiet, smaller space.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the small gym/PE space and adaptive PE space. Ideally this room would have a door directly to the outdoor hardcourts/play area as well.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard and markerboard

#### FLOORING

- Resilient flooring or sealed concrete

#### WINDOWS / DOORS

- Exterior door is desirable

### CASEWORK

- Counter for equipment distribution

### LIGHTING

- Overhead lights
- Low voltage light controls

### PLUMBING

- None

### ELECTRICAL

- Duplex receptacles on all walls in addition to power for a computer

### HVAC

- No special requirements

### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

### FURNITURE FOR THE SPACE

- Metal storage racks attached to the wall
- Carts for each PE unit
- Hooks





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### ADAPTIVE PE

#### GENERAL CONCEPT AND ACTIVITIES

This room will provide space for individual adaptive PE activities that can take place in a quiet, smaller space.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the small gym/PE space, and could also be close to the multipurpose room. Ideally this room would have a door directly to the outdoor hardcourts/play area as well.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard and markerboard

#### FLOORING

- Resilient flooring or sealed concrete
- Mats should be available for floor exercise and to ensure safe movement for adaptive PE

#### WINDOWS / DOORS

- Exterior door is desirable

#### CASEWORK

- None

#### LIGHTING

- Overhead lights
- Low voltage light controls

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on all walls in addition to power for a computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Storage for equipment



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### LOCKER ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The locker rooms will be used for changing from school dress to appropriate PE attire for physical education classes and extra curricular athletic programs. Students will store PE clothing in small lockers. Restrooms are part of the locker room facility. Shower rooms should be evaluated on a site by site basis but 2 private showers could be included, as well as 1 ADA accessible shower, to allow for an option for students. The layout of the locker room should consider easy supervision. Final design decisions should be made in consultation with the appropriate school site staff.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

The locker rooms should be close to the small gym, and should have direct access to outdoor play fields and hardcourts. Restrooms should have direct access to the exterior so they can be accessed during PE or athletics games. The locker rooms should also be directly adjacent to the PE office, for supervision.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Interior window to any PE office

#### CASEWORK/EQUIPMENT

- Hooks
- Lockers and benches

#### LIGHTING

- Overhead lights
- Low voltage light controls

#### PLUMBING

- Lavatories
- Toilets
- Drinking fountain with bottle filler

#### ELECTRICAL

- Duplex receptacles on all walls

#### HVAC

- Heating and ventilation

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Benches
- Tiered lockers



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### WEIGHT ROOM/CIRCUIT ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The weight room would be used for PE or athletic training activities. A portion of the space could be used for aerobics or other floor exercises.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

The weight room should be located close to the locker rooms and to the gym.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Resilient flooring/rubber tile

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK

- Racks for weights

#### LIGHTING

- Overhead lights
- Low voltage light controls

#### PLUMBING

- Water fountain

#### ELECTRICAL

- Duplex receptacles on all walls

#### HVAC

- Ventilation

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Benches
- Weight machines



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### PE OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The PE office is for planning, grading, conferences, scheduling, and small item storage for PE activities and athletic programs. This space would be directly connected to the locker room, for monitoring activity.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

This room should be connected to the locker rooms and would be near PE storage/adaptive PE space.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Door with vision panel

#### CASEWORK

- Consider a staff wardrobe for athletic clothes and shoes

#### LIGHTING

- Overhead lights
- Low voltage light controls

#### PLUMBING

- Shower
- Restroom

#### ELECTRICAL

- Duplex receptacles on 2 walls
- Power for computer

#### HVAC

- Heating and cooling

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1 data drop for teacher use

#### FURNITURE FOR THE SPACE

- Workstation with task chair



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### GYM/PE SPACE

#### GENERAL CONCEPT AND ACTIVITIES

A gym/PE space would be utilized for PE class and athletic events after school. This space would accommodate a regulation basketball court and could be used for a variety of indoor student PE activities. The space may be used for student activities after school as well. The community may also use this space. This space should be designed to be flexible. Final design decisions should be made in consultation with District curriculum and a physical education lead.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher
- Community

#### RELATIONSHIP AND ORGANIZATION

This space would be close to the play fields and hard-courts, as well as adjacent to the locker rooms and equipment storage area.

#### FEATURES OF THE SPACE

- High ceiling
- Safety padding on walls
- Clerestory or skylights

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard

#### FLOORING

- Wood sports flooring

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead lights
- Low voltage light controls

#### PLUMBING

- Drinking fountain with bottle filler

#### ELECTRICAL

- 2 Duplex receptacles on each wall
- Retractable basketball standards/hoops
- Power for score boards and sound system

**HVAC**

- Ventilation
- HVLS fans

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Wireless score board
- Sound system

**FURNITURE FOR THE SPACE**

- Bleachers



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### OUTDOOR FIELD & HARDCOURT SPACE

#### GENERAL CONCEPT AND ACTIVITIES

Outdoor fields and hardcourt space should be included for PE activities and after school athletics. This space would accommodate multiple basketball backstops, volleyball/badminton courts, and space for team and individual sports. Courts can overlay one another with different colored lines as needed. The community may also use this space. Final design decisions should be made in consultation with District curriculum and a physical education lead.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher
- Community

#### RELATIONSHIP AND ORGANIZATION

This space should have direct access to the restrooms and would be close to the PE office and PE storage spaces.

#### FEATURES OF THE SPACE

- Blacktop surfacing
- Court lines
- Dots in matrix for assisting students in arrangements on hardscape
- Basketball nets
- Volleyball poles
- Playfields

- Access to restrooms
- Badminton

#### ENVIRONMENTAL SOUND CONTROL

- N/A

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Synthetic turf or grass

#### WINDOWS / DOORS

- N/A

#### CASEWORK

- N/A

#### LIGHTING

- Outdoor lighting

#### PLUMBING

- Drinking fountain with bottle filler

#### ELECTRICAL

- None

**HVAC**

- None

**TECHNOLOGY/COMMUNICATIONS**

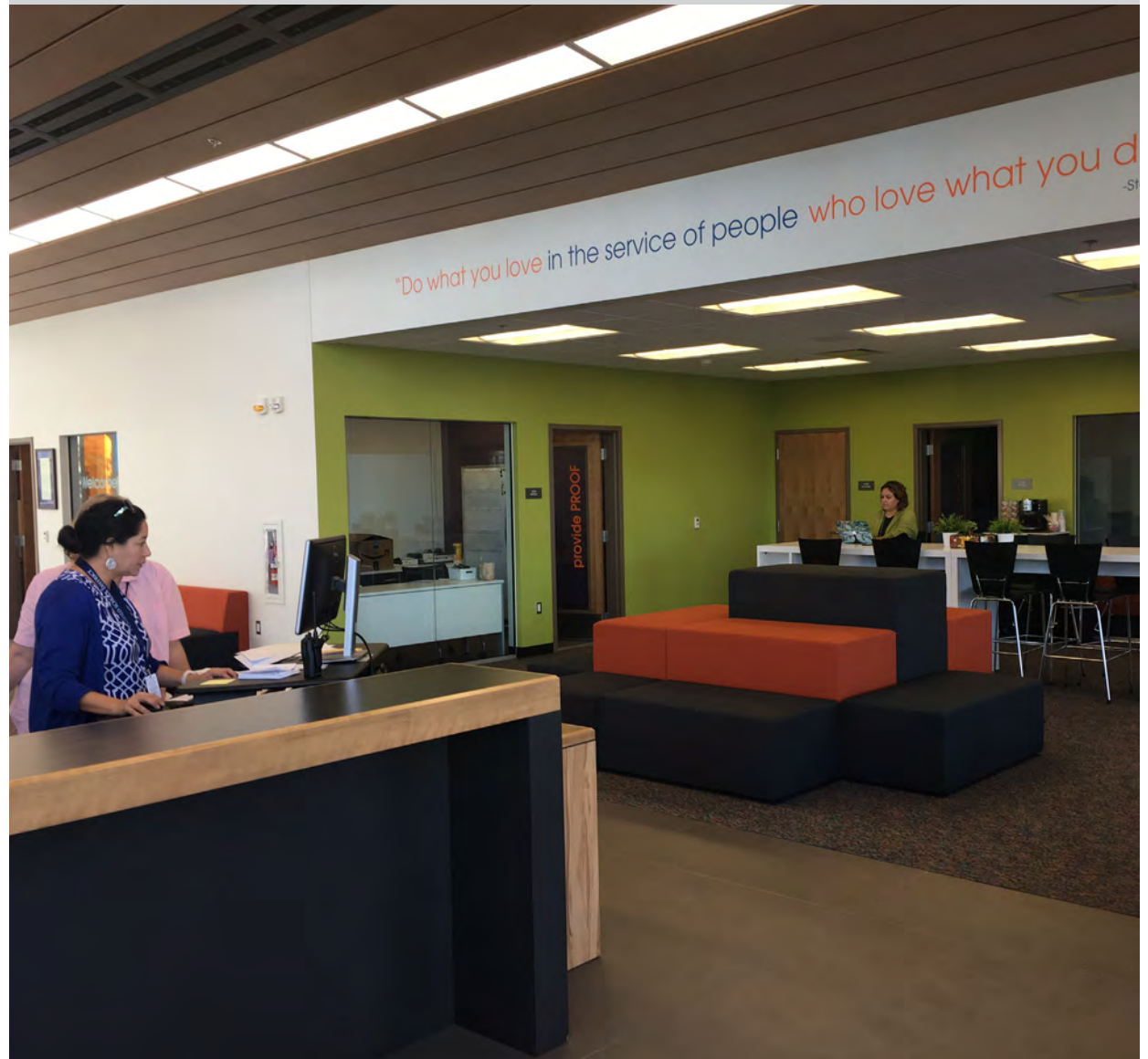
- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- None



## ADMINISTRATION: MIDDLE SCHOOLS

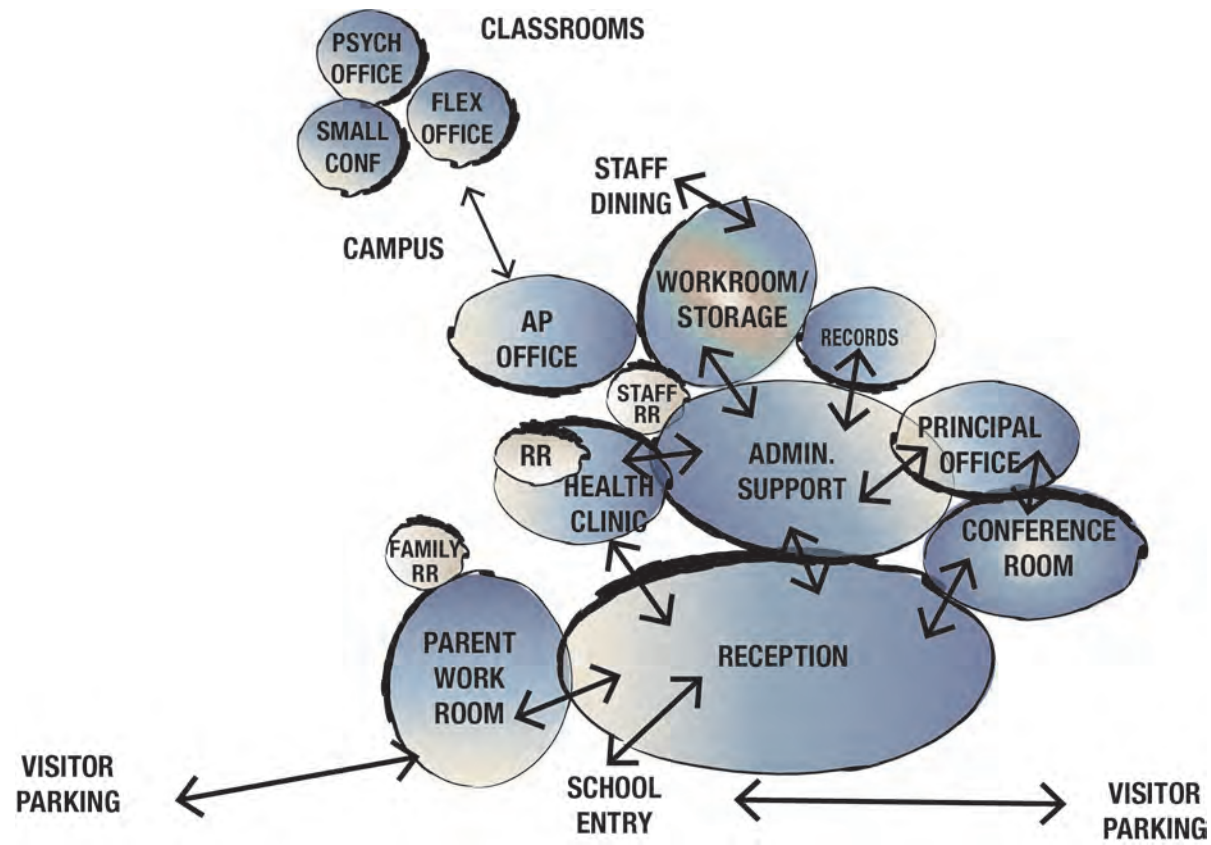


### Administration for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Reception	150
Principal's Office	260
AP Office/Itinerant Office	150
Conference Room	250
Administrative Workroom	200
Teacher Workroom/Storage/Copy	200
Parent Work Room	300-400
First Aid Office with Restroom	300-400
Lactation Room	100



# RELATIONSHIP DIAGRAM: MIDDLE SCHOOLS





## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### RECEPTION

#### GENERAL CONCEPT AND ACTIVITIES

The administration reception area is the welcome point for parents and school visitors. The reception area provides the first impression of the school so it should have an inviting atmosphere and professional appearance.

The school administrators/school greeters in this space should have a reception desk and workspace that is neat and organized, with ADA-compliant counter tops for parent registration. Ideally a restroom for public use should be directly adjacent to this area. This will also be the check in point where all visitors to the school must enter and be buzzed through the entry doors. A security camera and intercom system will be located by each school administration entry.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

#### RELATIONSHIP AND ORGANIZATION

This space should be located at the main entry of the school and positioned to monitor the entry. There should be a restroom directly adjacent to the reception area. Gallery display space should be exhibited to showcase student work, trophies, etc.



#### FEATURES OF THE SPACE

- Could include the display elements to create an exhibit space in school
- Should include acoustical control
- Security monitoring—both digitally and with appropriate sight lines—should include entry lock control
- ADA accessible counter tops

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Display cases or display system
- Tackboard
- Digital Flat screen monitor

#### FLOORING

- Part of space—resilient flooring
- Part of space—carpet

#### WINDOWS / DOORS

- Should have exterior windows that allow for good observation of front entry and natural light
- Interior windows to corridor when located off an entry corridor
- Interior and exterior shading devices—manual
- Interior doors with vision panel and shading

**CASEWORK**

- Reception desk with file storage and area for transaction counter
- Wall-mounted display area for forms (could be part of loose furnishings)

**LIGHTING**

- Natural daylighting when possible
- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider task lights at reception desk

**PLUMBING**

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles at reception desk
- Receptacles by guest chairs

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops at reception desk
- Rough-in for wall mounted large flat screen monitors (to potentially be added in the future)

**FURNITURE FOR THE SPACE**

- 3-4 guest chairs for waiting
- Small side table
- Task chairs for reception desk
- Consider mobile display cubes

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### PRINCIPAL'S OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The Principal's office will be the headquarters for providing leadership to the school and should communicate a professional and organized environment. In addition to working in this space, the Principal will meet with parents, students, other administrators, and staff members in a one-on-one or small group conference setting, so there should be room for a conference table in the office that can accommodate 6 people. This space will also be used for personal storage and will possibly house some confidential records.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors/community members

#### RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area and would ideally have good visibility of the interior campus of the school. This office should be close to the administration area's large conference room and should be adjacent to administrative support staff, with a visual connection, if possible.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Writable wall surface

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and natural light
- Door to the large conference room, if possible
- Interior and exterior shading devices
- Interior doors with vision panel and shading
- Office should have a back door that does not exit through the office, preferably directly outside

#### CASEWORK

- None

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors
- Consider task lights at workspace

**PLUMBING**

- None

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computer/printer

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 data drop at workstation
- 2 data drops adjacent to desk and 1 data drop for printer
- Small printer

**FURNITURE FOR THE SPACE**

- 4-6 guest chairs
- Small conference table
- Workstation with storage
- Ergonomic task chair

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### AP OFFICE/ITINERANT OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

Dependent on staffing, this office may be used as a small conference room or Itinerant office. Administrators or other staff will meet with parents and students in this office. The room should accommodate up to 4 people comfortably.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors/community members

#### RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area and the Principal's office. This space should also be relatively close to the main conference room and administrative staff work area as well.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Markerboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and natural light
- Interior and exterior shading devices
- Interior doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors
- Consider task lights at workspace

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops at desk and 1 data drop for printer
- Small printer

**FURNITURE FOR THE SPACE**

- 3-4 guest chairs
- Small conference table or consider section of desk as conferencing space
- Workstation with storage
- Ergonomic task chair



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### CONFERENCE ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The conference room provides space for meetings and presentations. The room should be able to accommodate up to 14 people seated around a large conference table. This room could be used for parent meetings and District presentations and discussions. The room design should allow for multimedia presentations, with a projector and/or a flat screen monitor. Beverages may be served in this room. The room should be flexible enough to allow an additional 2-3 people to be seated on the side of the room if needed.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

#### RELATIONSHIP AND ORGANIZATION

This space should be located with direct access to the reception area and close to the Principal's and AP/VP's offices. The room should also be in close proximity to restrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackable wall surface
- Writable wall surface, preferably on two walls

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Interior and exterior shading devices—manual (as required)
- Interior doors with vision panel and shading

#### CASEWORK

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

#### LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Monitor
- Floor box for power underneath the conference table

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Floor mounted data drop under conference table
- Rough-in for wall mounted large flat screen monitors or interactive board
- Conference call hub

**FURNITURE FOR THE SPACE**

- 14 conference chairs
- Large conference table with power and data ports

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### ADMINISTRATIVE WORKROOM

#### GENERAL CONCEPT AND ACTIVITIES

This space will primarily be used as a work area for the administrative assistants that support the Principal and AP, as well as the entire school. There may be an addition of staff members in the future, so the layout should be flexible. Attendance staff and counseling support staff would be in a shared space, while counselors and the banker would have their own private space.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

#### RELATIONSHIP AND ORGANIZATION

This space should be close to the Principal's and AP/VP offices, as well as the workroom/storage/copy space.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- It would be beneficial to have exterior windows for natural light
- Interior and exterior shading devices—manual (as required)

#### CASEWORK

- None—loose furnishings would provide more flexibility

#### LIGHTING

- Natural daylighting when possible
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider task lights at workspace

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/printers
- Duplex receptacles at workspace
- May need power for small copier/scanner

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops at workspace
- Data drop for printer/copier

**FURNITURE FOR THE SPACE**

- Workstations with files and overhead storage
- Ergonomic task chairs
- May need additional lateral files

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### TEACHER WORKROOM/STORAGE/COPY

#### GENERAL CONCEPT AND ACTIVITIES

The workroom may be used by the administrative staff to support the operation of the school, as well as by teachers for a variety of prep activities and some production. Supplies and copy paper for the school would be stored in this room. There should be counterspace for equipment, as well as standing desk space for work. This is also where staff mailboxes would be.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Staff/teachers

#### RELATIONSHIP AND ORGANIZATION

This space should be located close to the staff dining area and ideally would have direct access. It could also be part of the same room if sound barriers were provided. The room should be in close proximity to the administrative suite since it will also support the administrative staff from time to time. Exact location may depend on existing site conditions.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard for meetings/collaboration

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Exterior windows are not critical and could interfere with maximizing wall cabinet storage
- Interior doors with vision panel and shading

#### CASEWORK

- Base cabinets with drawers, doors, and adjustable shelves
- Overhead wall cabinets with adjustable shelves
- Lockable tall cabinets with adjustable shelves
- Consider small desk height workstation for laptop use or writing surface by staff
- Standing desk space
- Counter space for equipment/machines
- Storage could also all be mobile to allow for multiple uses and configurations of this space

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation
- Power for copier

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Computer connection at copier/printer/scanner

**FURNITURE FOR THE SPACE**

- Stools for working at counter
- Task chair for workstation



## SPACE DESCRIPTIONS & RELATIONSHIPS

### PARENT WORK ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The parent work room should be a small flexible work-room and support space where parents can make copies and utilize supplies in support of their classroom volunteer efforts. This space should contain a copier, paper cutter, a work surface, and storage for work room supplies. The room may also be used for parent group meetings.

#### PRIMARY AND SECONDARY USES

- Parents
- Administrative staff

#### RELATIONSHIP AND ORGANIZATION

This space should be located close to the administrative suite if possible to allow parents to check in at the entry, but should not be located not in the administrative suite, for staff privacy. It should be away from teacher and staff workrooms and break rooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

#### FLOORING

- Carpet or resilient flooring

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Cabinets with drawers, doors, and adjustable shelves for supplies
- Consider small desk height workstation for laptop use or writing surface
- Storage could also all be mobile to allow for multiple uses and configurations of this space

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation
- Power for copier

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops at workspace
- Data drop for printer/copier

**FURNITURE FOR THE SPACE**

- Stool for working at counter
- Task chair for workstation
- Tables and chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### FIRST AID OFFICE WITH RESTROOM

#### GENERAL CONCEPT AND ACTIVITIES

This room is where a nurse or staff member can attend to students who are injured or sick. Students may wait here until parents can pick them up. This space should have a small room or alcove where the nurse can store records and make phone calls in private. Activities in this space include treating students with illness or injury, resting on a cot or chair, eye exams, preventative health measures, and discussions with parents.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Students
- Nurse
- Parents

#### RELATIONSHIP AND ORGANIZATION

The first aid office should be located within the administration area, when possible. This space may need to be supervised by administrative staff if a nurse is not available on site, so a location close to administrative workstations should be considered. Ideally, students would also be able to access this space without going through the school reception where visitors may be waiting.

This space should have sinks, a restroom, refrigeration, a locking cabinet, and a separate—but visible—area for students who are resting on cots.

#### FEATURES OF THE SPACE

- Restroom within space
- Shower with small changing area

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- No exterior windows required
- Interior window to administration
- Interior door with vision panel and shading

#### CASEWORK/EQUIPMENT

- Base and lockable wall cabinets for secure storage of supplies and medicine
- Privacy curtains and track for cot area
- Opening under counter for small refrigerator
- Consider tall deep cabinet with removable shelving for large medical equipment such as wheel chair or crutches

**LIGHTING**

- Overhead fixtures—combination of direct and indirect if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with hot and cold water

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computer/laptop
- Power for under counter refrigerator

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drop

**FURNITURE FOR THE SPACE**

- 2-3 guest chairs for waiting
- 2-3 cots
- Under counter refrigerator
- Rolling task chair

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### LACTATION ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The District must provide adequate private space for nursing mothers. This space could be utilized at other times as a flexible office or other use. There may need to be multiple locations for this purpose throughout the site.

#### PRIMARY AND SECONDARY USES

- Visitors/parents
- Administrators
- Staff

#### RELATIONSHIP AND ORGANIZATION

This room should be located with easy access to public/community spaces such as the multipurpose room and the administration suite.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- No windows necessary
- Interior and exterior shading devices — manual
- The ability to cover a vision panel if there is one in the door, with shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Small table
- Task chair





## CUSTODIAL: MIDDLE SCHOOLS



- CL
- SE
- LMC
- VPA
- NS
- PE
- AD
- CU
- RR

Custodial Space for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Receiving/Custodial Storage	260
Plant Manager’s Office	150
Custodial Rooms	60
Emergency Storage/Service	200



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### RECEIVING/CUSTODIAL STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This space will provide an area for receiving deliveries and storage of materials and supplies used at the school site. Bulk storage items will include things such as cleaning supplies, copy paper and office supplies, paper products for restrooms, light bulbs, filters, replacement building materials, and other maintenance consumables. Supplies will be distributed out to the different areas of the school from this room with a dolly or small pallet. The room should also have enough open space to store excess furniture not being used and some cleaning machines. A separate room would be used to store flammable materials and paint.

#### PRIMARY AND SECONDARY USES

- Custodial staff

#### RELATIONSHIP AND ORGANIZATION

This area should be directly connected to the delivery area and close to the custodial office.

#### ENVIRONMENTAL SOUND CONTROL

- None

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Overhead garage door
- Adjacent man door
- Exterior windows are not needed

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Consider a mop sink if custodial closet is not close

#### ELECTRICAL

- Duplex receptacles on each wall

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- None



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### PLANT MANAGER'S OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

This office will serve the plant manager for a location to complete orders, do paperwork, make phone calls, and meet with administrative staff and individual custodial personnel. Personal and sensitive documents and valuable items may be stored in this space, so security may be important.

#### PRIMARY AND SECONDARY USES

- Custodial staff

#### RELATIONSHIP AND ORGANIZATION

Ideally this area should be directly connected to the delivery area. Exact location will depend on existing site conditions.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard and markerboard

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Door with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer at workstation

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Workstation with storage
- Task chair
- Metal shelving attached to wall



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS



### CUSTODIAL ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

Custodial rooms should be placed around the campus to allow for access to water, buckets/mops, cleaning equipment and paper product storage for restrooms. These rooms will typically be used by one custodian at a time.

#### PRIMARY AND SECONDARY USES

- Custodial staff

#### RELATIONSHIP AND ORGANIZATION

These rooms should ideally be located close to large restrooms and one should be located close to the Nutrition Services area.

#### ENVIRONMENTAL SOUND CONTROL

- None

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Metal door

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Mop sink

#### ELECTRICAL

- Duplex receptacles on each wall

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- None

#### FURNITURE FOR THE SPACE

- Metal shelving and hooks for supplies



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### EMERGENCY STORAGE/SERVICE

#### GENERAL CONCEPT AND ACTIVITIES

This space is where emergency supplies would be kept on site in case of a regional disaster. Ideally this would be a permanent structure that would integrate with the architecture of the site.

#### PRIMARY AND SECONDARY USES

- Staff
- Community

#### RELATIONSHIP AND ORGANIZATION

This small building should be located away from the main school buildings and have easy access to the street or service drive.

#### ENVIRONMENTAL SOUND CONTROL

- None

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Overhead garage door
- Adjacent man door
- Exterior windows are not needed

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—consider battery operated fixtures
- Low voltage light controls

#### PLUMBING

- Consider a mop sink if custodial closet is not close

#### ELECTRICAL

- Duplex receptacles on each wall

#### HVAC

- Exhaust fan

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access point

#### FURNITURE FOR THE SPACE

- Metal storage units







## RESTROOMS: MIDDLE SCHOOLS



- CL
- SE
- LMC
- VPA
- NS
- PE
- AD
- CU
- RR

Restrooms for Middle Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Student Restrooms	
Special Education Restrooms	
Administration Restroom	
Family Restroom	
PE Restrooms	



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### STUDENT RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during the school day. The ideal restroom configuration for the District would provide restrooms in a central area, with individual stalls, and a shared plumbing wall/chase for toilets. Hand-washing would take place outside the restrooms in a shared open area for both boys and girls for supervision of washing and easier maintenance. Multi-fixture wash fountains would be placed in this area with automatic hand dryers.

#### PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

#### RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to the Classrooms so students have to travel minimal distance to get to a restroom. There should also be restrooms adjacent to the multipurpose room.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows
- Privacy lock on individual restrooms

#### CASEWORK/EQUIPMENT

- Hooks for backpacks and personal items in the stalls and by the sinks
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilets with manual flush valve
- Plumbing chase with access door

#### ELECTRICAL

- Duplex receptacle on each wall
- Hand dryer adjacent to sink area

**HVAC**

- Exhaust

**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- None



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### SPECIAL EDUCATION RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the special education classrooms. They should be ADA accessible and large enough to accommodate any specialized equipment. These restrooms would also include a changing table.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff

#### RELATIONSHIP AND ORGANIZATION

Ideally there would be restrooms directly attached to special education classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows

### CASEWORK AND EQUIPMENT

- Restroom accessories—Paper towel dispenser and trash receptacle
- Changing table
- Storage cabinet for extra clothing or other special support equipment
- Hoyer lift

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilet
- Walk in shower with handheld shower faucet

#### ELECTRICAL

- Duplex receptacle on each wall
- Power for motorized changing table

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- Intercom/"help button"

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### ADMINISTRATION RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the administrative staff and visitors in this area.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff
- Visitors

#### RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to both administrative staff and adult visitors in the administrative suite. Location should provide privacy at entrance to restrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows
- Privacy lock

#### CASEWORK/EQUIPMENT

- Hooks
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilet

#### ELECTRICAL

- Duplex receptacle on each wall

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- None

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### FAMILY RESTROOM

#### GENERAL CONCEPT AND ACTIVITIES

The purpose of this restroom is to provide a unisex restroom where someone can assist another (child or baby, elderly person, or someone with special needs) in the use of personal facilities. It also provides additional adult restroom facilities for public use.

#### PRIMARY AND SECONDARY USES

- Visitors/parents
- Staff

#### RELATIONSHIP AND ORGANIZATION

This restroom should be located with easy access to public/community spaces such as the multipurpose room and the administration suite.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows
- Privacy lock

#### CASEWORK/EQUIPMENT

- Wall-mounted baby changing unit
- Adult changing table or support bench
- Hooks
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilet

#### ELECTRICAL

- Duplex receptacle on each wall

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- None

**FURNITURE FOR THE SPACE**

- None



## SPACE DESCRIPTIONS & RELATIONSHIPS: MIDDLE SCHOOLS

### PE RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during PE class, sports practice, and sporting events. The restroom configuration would provide restrooms with individual stalls, with a shared plumbing wall/chase for toilets. Multi-fixture wash fountains shall be placed in this area with electric hand dryers on adjacent walls.

#### PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

#### RELATIONSHIP AND ORGANIZATION

Restrooms should also be accessible from outdoor fields.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows

#### CASEWORK/EQUIPMENT

- Hooks for backpacks and personal items
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilets
- Plumbing chase with access door

#### ELECTRICAL

- Duplex receptacle on two walls
- Hand dryer

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- None

**FURNITURE FOR THE SPACE**

- None

- CL
- SE
- LMC
- VPA
- NS
- PE
- AD
- CU
- RR

**K-8 Schools**



## K-8 SCHOOLS





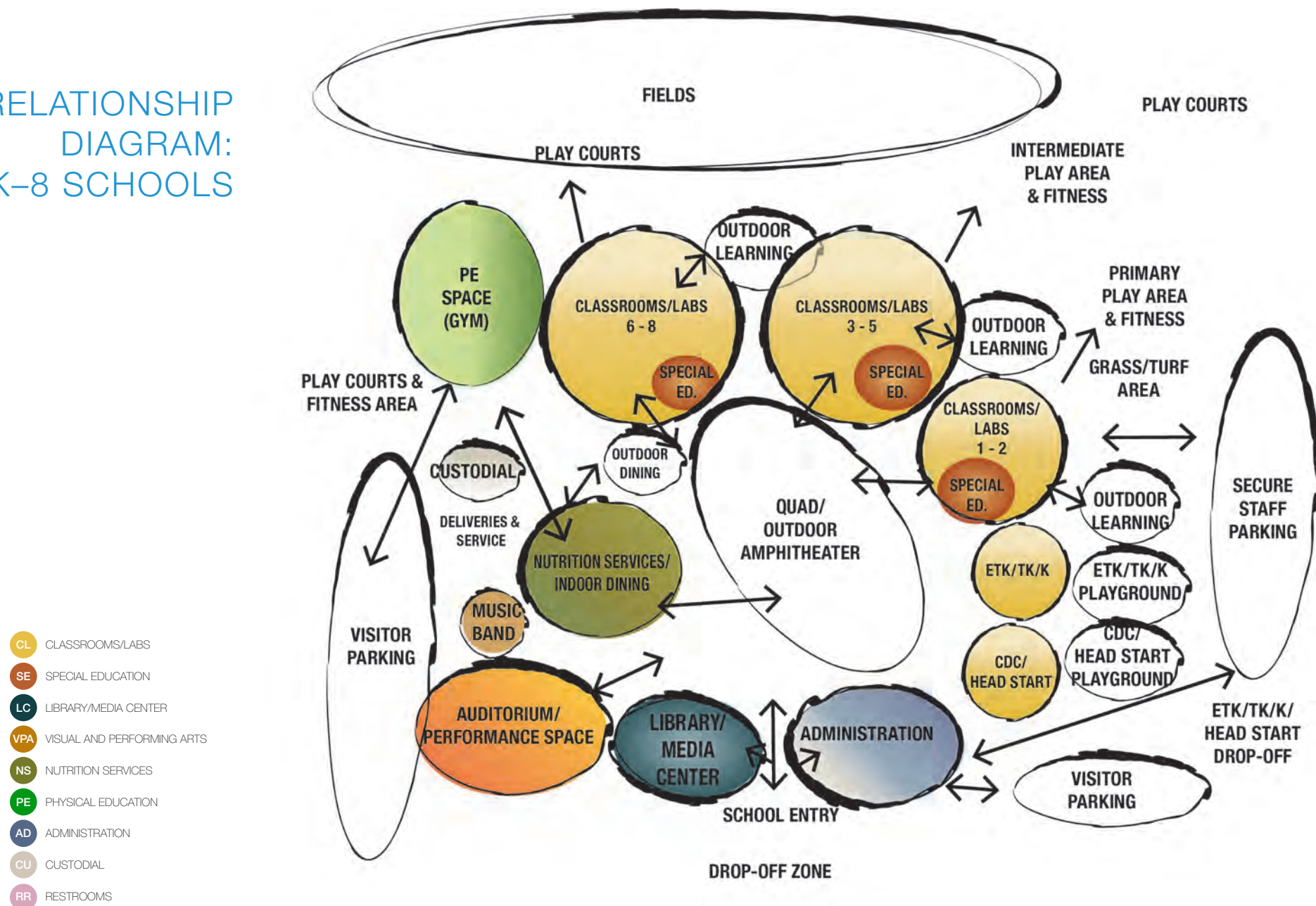
K-8 Schools

PROGRAM SPACE

- CL Classrooms/Labs
- SE Special Education
- LC Library/Media Center
- VPA Visual and Performing Arts
- NS Nutrition Services
- PE Physical Education
- AD Administration
- CU Custodial
- RR Restrooms



# RELATIONSHIP DIAGRAM: K-8 SCHOOLS





## CLASSROOMS/LABS: K-8 SCHOOLS



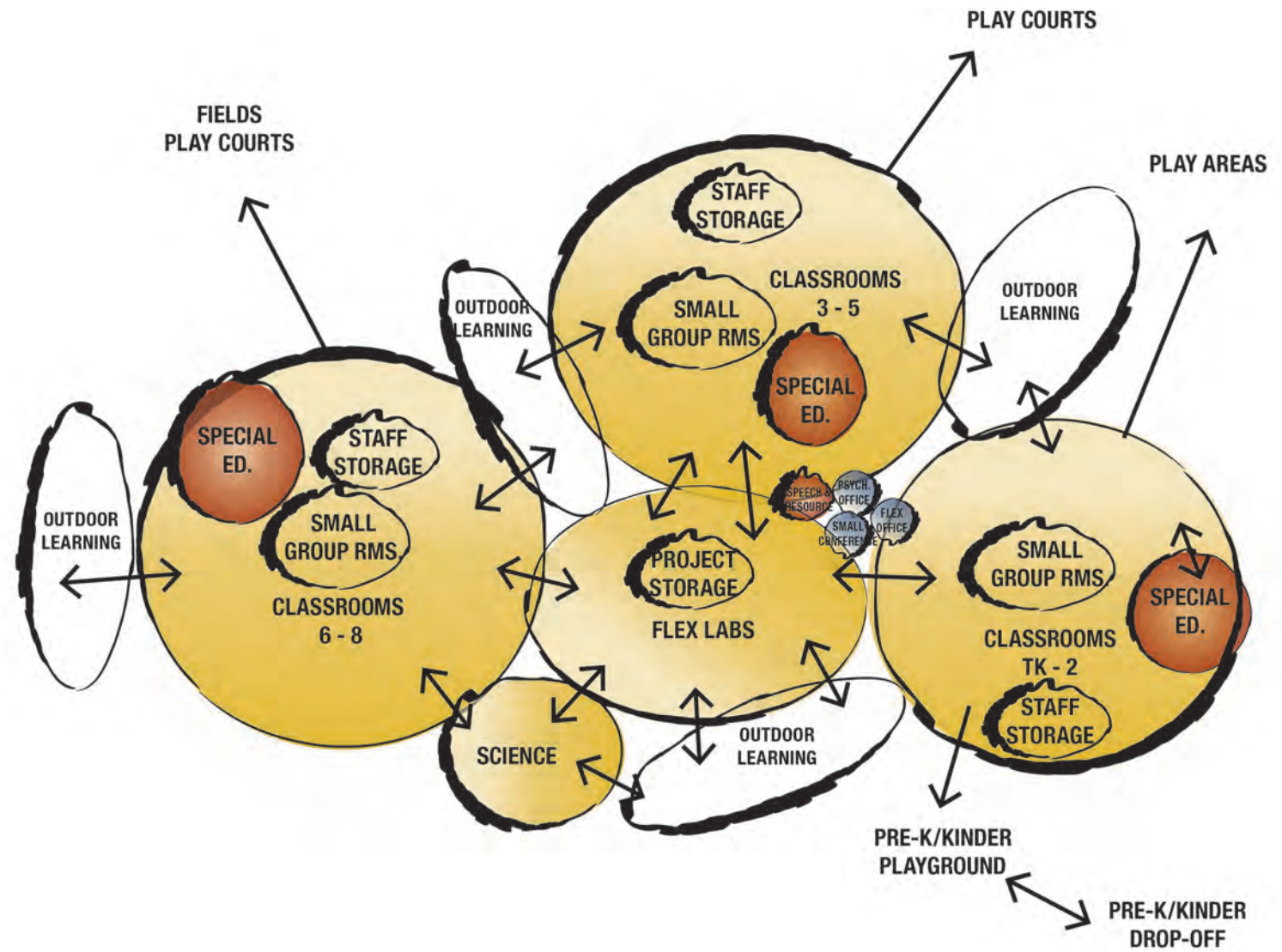


Classrooms/Labs for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
CDC/Head Start Classroom (Preschool)	960
Early Head Start Classroom (Infants/Toddlers)	1,200
ETK/TK/K Classroom	1,200
1st-5th Grade Classroom	1,000
6th–8th Grade Classrooms	960
Flex Lab/Makerspace/Innovation Space/STEAM Space	1,200
Science Labs	1,200
Shared Science Prep/Storage	400
Collaborative Space for Students/Small Group Space	120
Collaborative Space for Teachers	400 min.*
Project Storage	200
Outdoor Learning Space	N/A



# RELATIONSHIP DIAGRAM: K-8 SCHOOLS



- CL
- SE
- LMC
- VPA
- NS
- PE
- AD
- CU
- RR



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### CDC/HEAD START CLASSROOM (PRESCHOOL)

#### GENERAL CONCEPT AND ACTIVITIES

Ideally, the District would like to have a CDC program on every elementary campus. This would allow each neighborhood school to support quality early learning and care. The environment for these young children should be welcoming and safe, with a balance between stimulating and calming spaces. Licensing requirements for Head Start/CDC classrooms require that classes be separated by age group. These classrooms should be designed with flexibility to potentially support other programs in the future. Furniture should be low, so teachers can see students in all areas of the room, and there should be plenty of soft surfaces for children's comfort. Per current licensing requirements, there should be at least 35 net sf of space per child, with room to hold at least 24 children, so rooms should be a minimum of 840 net square feet. If budget allows, the rooms ideally would be 960 square feet to provide future flexibility to allow the classroom to be used for a general elementary instruction classroom space.

A variety of activities take place in the classroom, including large and small group instruction, sitting on the floor listening to teachers and other students, reading, playing games, interactive activities with manipulatives (both on the floor and at a table), engaging in art projects, playing instruments, singing, etc. Students should have access to tablets or other current technology. Movement

activities are included in the curriculum to develop gross motor development, coordination, and balance. Child exploration with sand and water, often at a sand/water table, develops and strengthens sensory skills. Access to outdoor areas will be important for outdoor learning, play, and exploration.

#### PRIMARY AND SECONDARY USES

- Teachers/Aides
- Students
- Parents

#### RELATIONSHIP AND ORGANIZATION

These classrooms should be grouped around a designated CDC/Head Start playground area on the campus, ideally near ETK/TK/K classrooms to allow primary learners to be close to each other. This grouping allows for shared facilities, such as bathrooms and storage. Co-locating classrooms with restrooms will facilitate teachers and aides in assisting students with developing hygiene skills. Classrooms should be located close to the campus entrance or a separate parent parking and drop-off area for young children.



### FEATURES OF THE SPACE

- Workroom/storage area adjacent to classroom, with a work area for the teacher
- Clear sightlines to entire classroom
- Age-appropriate student restrooms within the classroom or no more than 50 feet from the room
- Consider scale of environment for young children
- Storage for materials, baby strollers, cots, tricycles, and other large equipment
- Kitchenette with counter space for bottle/food prep, a dishwasher, a refrigerator, and a locking cabinet for storing medicine
- Outdoor areas must be enclosed with fencing that is at least 4 feet tall

### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

### WRITING / DISPLAY SPACES

- Magnetic markerboards (without marker trays)—consider child's scale
- Tackable wall surface on all walls

### FLOORING

- Carpet in majority of room
- Resilient flooring in portion of room by sink, water/sand tables, and painting areas
- Walk-off mat at exterior entry door



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for outdoor view
- Consider windows at low height so children can see out
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

### CASEWORK AND EQUIPMENT

- Counter top with sink at 24" for students and code requirement height for teachers, a refrigerator, a dishwasher, and a locking cabinet for classroom supplies, cleaning supplies, and medicine storage
- Teacher material storage along one wall
- Either built-in or mobile storage for children's toys and books
- Student cubbies for personal belongings, including change of clothes
- Storage for diapers and wipes

### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

### PLUMBING

- Sink with cold water and bubbler at appropriate ergonomic height for young students
- Kitchenette food prep/bottle prep sink and dishwasher
- Separate sink near diaper changing area
- Restrooms with direct access to classroom and to outdoor play area
- Small scale toilets—automatic flush (1 sink and toilet per 15 children)
- Outdoor faucet on playground with hose to fill water tables and other daily activities

### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/technology
- 2 duplex receptacles above base cabinets
- Appropriate power for refrigerator

### HVAC

- No special requirements

### TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4





**FURNITURE AND EQUIPMENT FOR THE SPACE**

- Age-appropriate tables and ergonomic chairs
- Staff chair and surface support
- Comfortable chairs or beanbag chairs for reading
- Low mobile storage units, including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Sand and water table
- Tricycles
- Big blocks
- Rocking stools



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### EARLY HEAD START CLASSROOM (INFANTS/TODDLERS)

#### GENERAL CONCEPT AND ACTIVITIES

Some school sites may include CDC/Head Start classrooms for infant care. Special considerations should be given to these rooms, including location on the campus. Infant classrooms should be designed with a separate sleeping space. Cribs must be 3 feet apart and this space must have a visual connection to the rest of the classroom for monitoring the babies—perhaps with transparent walls. Furniture should be low, so teachers can see children in all areas of the room, and there should be plenty of soft spaces for children's comfort. There should be space available for indoor gross motor activities. Adult supervision of infants at all times is important and much time is spent with 1 on1 or small group interaction between teacher and infants in the program.

A variety of activities take place in the classroom, including crawling, sitting on the floor interacting with teachers, and activities with manipulatives (both on the floor and at a table). Movement activities are included in the curriculum to develop gross motor skills, coordination, and balance. Ideally the infant and preschool play areas would be separate.



#### PRIMARY AND SECONDARY USES

- Teachers/Aides
- Students (birth to 18 months, 18-36 months, 18-24 months, 24-36 months)
- Parents

#### RELATIONSHIP AND ORGANIZATION

These classrooms should be grouped around a designated Head Start infant playground area on the campus, near the other Head Start classrooms to allow easy access to the appropriate outdoor area. Classrooms should be located close to the campus entrance or a separate parent drop-off area for these infants. There should be a separate point of entry for after-hours access.

#### FEATURES OF THE SPACE

- Workroom/storage area adjacent to classroom, with a workspace for the teacher
- Rooms should allow for visual observation of the entire area, including the crib/sleeping area
- There should be separate sink spaces for diaper changing, meal/bottle prep, and for potty training
- The bottle prep/meal prep area should have a sink, chair, refrigerator, and a locking cabinet for medicine
- Storage for materials should be included, as well as storage for things like baby strollers, tricycles, and other large equipment
- There should be a washer/dryer in close proximity for washing bedding

**ENVIRONMENTAL SOUND CONTROL**

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

**WRITING / DISPLAY SPACES**

- Magnetic markerboards (without marker trays)—consider child's scale
- Tackable wall surface on all walls

**FLOORING**

- Carpet in majority of room
- Resilient flooring in portion of room by sink, water/sand tables, and art activity areas
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain—position for outdoor view
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Internal windows at child's scale

**CASEWORK AND EQUIPMENT**

- Counter top with sink at 24", a refrigerator, a dishwasher, and a locking cabinet for classroom supplies, cleaning supplies, and medicine storage
- Teacher material storage along one wall—could be located behind marker or display boards for efficiency

- Casework for diapers and wipes should be located by changing tables
- Cubbies are needed for each infant for personal belongings

**LIGHTING**

- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Crib area lighting should be controlled separately from rest of room

**PLUMBING**

- Sink with cold water bubbler at appropriate ergonomic height for young students
- Kitchenette food prep/bottle prep sink and dishwasher
- Separate sink near diaper changing area
- Restrooms with direct access to classroom
- Restrooms with direct access to outdoor play area (if possible)
- Small scale toilets—automatic flush (1 sink and toilet per 15 children)
- Shared washer and dryer to wash bedding
- Outdoor faucet on playground with hose to fill water tables and other daily activities

**ELECTRICAL**

- 2 duplex receptacles on each wall with child-safe covers
- 2 duplex receptacles above base cabinets
- Power for bottle warmers
- Power for washer/dryer
- Power for refrigerator
- CO detectors

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE AND EQUIPMENT FOR THE SPACE**

- Safe rocking chairs and stools
- Staff chair and surface support
- Low mobile storage units, including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Cribs for nap time
- Pillows
- Baby seat movers (enclosed seat with wheels)
- Big blocks



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### ETK/TK/K CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

ETK/TK/K classrooms will be used for the Early Transitional Kindergarten, Transitional Kindergarten, and Kindergarten programs with flexibility to support other programs in the future. The rooms should be designed with a similar layout to allow for flexibility of need. Teacher directed activities as well as independent activities are interwoven into the curriculum.

A variety of activities take place in the classroom, including large and small group instruction, sitting on the floor listening to teachers and other students, reading, and playing games, interactive activities with manipulatives (both on the floor and at a table), engaging in art projects, playing instruments, singing, etc. Students should have access to tablets and other current technology. Movement exercises are included in the curriculum to develop gross motor skills; play at a sand and water table or area will strengthen sensory capabilities. Games and lessons will encourage the development of creativity and imagination. Teachers will focus on group work, utilizing visual display boards. There may be opportunities for cross-age teaching and learning with first grade.

Access to the outdoors will be important for outdoor learning and exploration. Students will use the adjacent outdoor areas for development of additional social and motor skills.

Students will need direct access to restrooms from the classroom and staff will assist teaching personal hygiene. Teachers may need to change students' clothing and help with special health needs for individual students.

Parents may bring their children directly to the ETK/TK/K play area, so parking close to this area is important. A separate drop-off area should be considered if the site allows.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Aides

#### RELATIONSHIP AND ORGANIZATION

These classrooms should be grouped around a designated ETK/TK/K playground area on the campus, adjacent to—or at least close to—first and second grade classrooms to allow easy access to the appropriate play area and cooperation and cross-age teaching among the instructional staff. This grouping allows for shared facilities, such as bathrooms and storage. Classrooms are located close to a separate parent drop-off area for young children. Consider expansion space in the area that would allow for the flexibility to add kindergarten classrooms in the future.

**FEATURES OF THE SPACE**

- Workroom/storage area adjacent to classroom, with a workspace for the teacher
- Low furniture that allows for visual observation of the entire play area
- Age-appropriate restrooms that are self-contained within the classroom or shared within the ETK/TK/K complex
- Consider scale of environment for young children
- Storage for materials should be included

**ENVIRONMENTAL SOUND CONTROL**

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

**WRITING / DISPLAY SPACES**

- 5 magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

**FLOORING**

- Half carpet, half resilient flooring
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain—position for outdoor view
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Windows positioned for small children

**CASEWORK AND EQUIPMENT**

- 24-25 safety hooks or cubbies for lunches and backpacks at a height for students (24"-30"), directly outside of classroom or just inside
- Combination upper and lower cabinets with sink
- Teacher material storage along one wall—could be located behind marker and display boards for efficiency
- Either built-in or mobile storage for children's toys and books should be provided

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with cold water bubbler at appropriate ergonomic height for young students
- Restrooms with direct access to classroom
- Restrooms with direct access to outdoor play area, if possible
- Small scale toilets (1 sink and toilet per 15 children)
- Outdoor faucet on playground with hose to fill water tables and other daily activities

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/technology
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE AND EQUIPMENT FOR THE SPACE**

- Tables and ergonomic chairs
- Staff chair and surface support
- Comfortable chairs or beanbag chairs for reading
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Sand and water table
- Tricycle
- Big blocks

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## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### 1ST-5TH GRADE CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

The classroom environment should be learner-focused. Student loading in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and grade level of rooms, ranging from 20-35. Ideally grades 1-3 will have about 20-30 students in each classroom. Grades 4-5 will ideally serve about 30 students. The classroom design should be flexible to adapt to multiple curriculum and delivery models in the future as well as support various learning styles, technologies, and individual student needs. The space should allow for a variety of activities and layouts that could change throughout the day or week. Mobile, durable furniture that is easy to move and reconfigure should be considered. A single teacher or multiple staff may be providing instruction and support in this room.

Activities will include large and small group instruction, teaming and collaboration, and independent work. Adjacent outdoor learning areas with tables and seating can extend the classroom space. While direct class instruction may exist in a presentation mode for a portion of the day, students will also be engaged in project-based, hands-on learning, group reading, art, science, and music. The room will display and store student projects and provide the latest technology tools. Access for all students to technology tools will be important, including visibility of screens and audibility of the teacher and other students.



Windows to circulation space and adjacent support spaces should be considered to allow for transparency and student observation. Natural daylighting will be important to include as well, but shading should be provided to control the lighting.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Community partners/visitors

#### RELATIONSHIP AND ORGANIZATION

These classrooms should be grouped around a designated zone that will provide security. Classrooms should have direct access to the small group rooms and flex space for project support. Classrooms should also be close to student restrooms. Access to outdoor extended learning areas should be considered in the layout. Ideally groupings of classrooms would allow for close proximity of grades K-2 and 3-5.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

**FLOORING**

- Carpet
- Resilient flooring around the sink
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior manual shading devices
- Doors with vision panel and shading

**CASEWORK AND EQUIPMENT**

- Safety hooks or open compartments for lunches and backpacks at a height for students directly outside the classroom
- Combination upper and lower cabinets with sink
- Teacher material storage (this could also be mobile storage or a shared teacher storage room with to provide more flexibility)

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with cold water and water bubbler

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

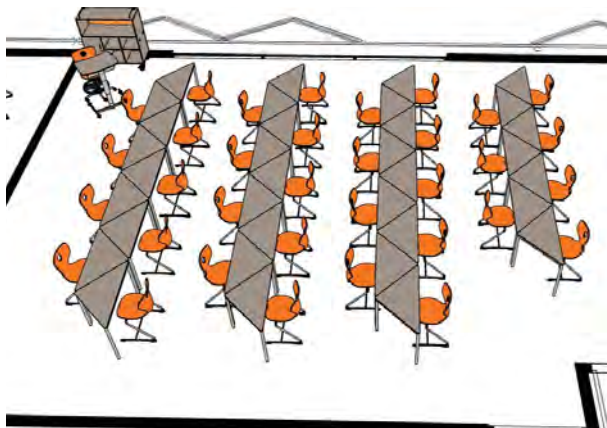
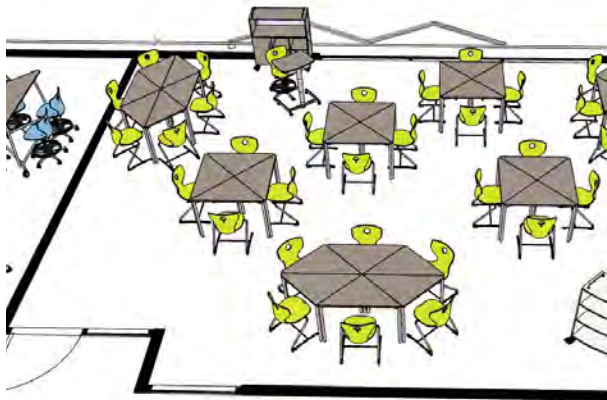
- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile deep shelving units for storage and classroom dividers (on locking casters)—various shapes and sizes
- Staff chair and surface support
- Comfortable chairs, beanbag chairs, or pillows



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### 6TH-8TH GRADE CLASSROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The classroom environment should be learner-focused. Student loading in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and grade level of rooms, ranging from 35-39. The classroom design should be flexible to adapt to multiple curriculum and delivery models in the future as well as support multiple learning styles, technologies, and individual student needs. The space should allow for a variety of activities and layouts that could change throughout the week or day. Mobile, durable furniture that is easy to move and reconfigure should be considered.

Activities will include large and small group instruction, teaming and collaboration, and independent work. Adjacent outdoor learning areas with tables and seating can extend the classroom space. While direct class instruction may exist in a presentation mode for a portion of the day, students may also be engaged in project-based, small group, or hands-on learning, so white boards should be placed on at least two walls. The room will display and store student projects and provide the latest technology tools. Access for all students to technology tools, including visibility of screens and audibility of teachers and other students, is very important.

Windows to circulation space and adjacent support spaces should be considered to allow for transparency and student observation. Natural daylighting will be

important to include as well, but shading should be provided to control the lighting.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Community partners/visitors

#### RELATIONSHIP AND ORGANIZATION

Ideally, classrooms will have direct access to small group rooms and flex space for project support. Restrooms should be in close proximity. Access to outdoor extended learning areas should be considered in the layout.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards on at least two walls
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

**CASEWORK**

- Teacher material storage along 1 wall
- Mobile storage

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Dimmable lights at projection area

**PLUMBING**

- N/A

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile deep shelving units for storage and classroom dividers (on locking casters)—various shapes and sizes
- Staff chair and surface support



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### FLEX LAB/MAKERSPACE/INNOVATION SPACE/STEAM SPACE

#### GENERAL CONCEPT AND ACTIVITIES

This instructional space will be used primarily as a flexible project room and laboratory for instruction in several curricular areas for middle school students. It may be used for a variety of instructional subjects on a rotating basis such as Science, CTE, culinary or robotics. The design of this laboratory should be flexible and open, with the majority of equipment and furniture loose. The lab can be shared by all classrooms for use for large project coursework as well as programs involving movement, such as drama, dance, video, and music where more space is required. Although presentations and lectures may take place in the room, the lab will primarily be used for hands-on learning and project work.

Access to the outdoors would be beneficial for integrated outdoor learning in science projects and expanded space for the development and construction of large projects. Students can use the adjacent outdoor areas for a variety of activities. Ideally there could be a large open connection such as an overhead garage door or rolling door to allow for the flow between the indoor and outdoor lab. Messy projects can be developed outside.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Industry partners and guest presenters

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be located central to the general classrooms or science classrooms, with integrated project storage. The exact location on existing campuses will depend on existing site conditions.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface
- Dedicated display area

#### FLOORING

- Resilient flooring or sealed concrete
- Walk-off mat at exterior entry door



**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain and observation of adjacent outdoor project areas
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Consider large overhead garage door or sliding doors that can expand project space to the adjacent outdoors

**CASEWORK**

- Combination upper and lower cabinets with sink

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with hot and cold water and bubbler

**ELECTRICAL**

- 4 duplex receptacles on each wall in addition to power for computers/technology
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Durable project tables on locking casters, ideally with resin surfaces, and ergonomic chairs and stools
- Mobile deep shelving units for storage and classroom dividers (on locking casters)—various shapes and sizes
- Mobile unit/small horizontal surface to support presentations
- Mobile supply storage units with bins for small materials and supplies

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### SCIENCE LABS

#### GENERAL CONCEPT AND ACTIVITIES

The science labs for grades 6-8 will feature a laboratory design consistent with Next Generation Science curriculum requirements as well as applicable safety requirements. Activities will include hands-on projects, experiments and lab projects, as well as large and small group instruction demonstrations and multimedia presentations. An adjacent outdoor learning area with tables and seating, a garden area, or access to wetlands can expand the science lab environment. The science labs should be able to accommodate 37 students.

These spaces could double as Project Lead the Way spaces. These rooms may require specific equipment, ventilation, a refrigerator, and storage.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest speakers

#### RELATIONSHIP AND ORGANIZATION

The science labs could be located close to other maker-spaces and the science prep/storage space for sharing materials. Ideally there would be access to an outdoor science area, directly adjacent to these rooms.



#### FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas
- Secured storage areas for volatile, flammable, and corrosive materials that is in accordance with the District's Hazardous Materials Storage Policy
- Appropriate ventilation for hazardous materials that emit noxious fumes, including high volume purge system in the event of accidental release of toxic substances which may become airborne
- Eye wash
- Consider two exits, if possible

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards or writable wall surface
- Tackable wall surface or tackboard

#### FLOORING

- Chemical-resistant sheet flooring with integral cove base
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Exterior windows that provide maximum natural daylight without heat gain—coordinate with perimeter lab casework
- Interior and exterior shading devices—manual
- Doors (2) with vision panel and shading

**CASEWORK**

- 8-9 lab stations accommodating teams of 4, with epoxy resin counter tops/integral sinks
- Wall cabinets for science equipment—consider depth required for microscopes
- Teacher demo station with integral computer workstation, sink, and gas
- 1-2 tall cabinets for equipment storage and display

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Lab sinks with hot and cold water—vacuum breakers
- Emergency eye wash

**ELECTRICAL**

- 2 duplex receptacles at each station, in addition to power for computers/technology
- Duplex receptacles above casework and demo station
- Consider power in floor under lab tables

**HVAC**

- HVAC shall consider those rooms containing fume hoods

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Movable lab tables with resin tops
- Stools or chairs
- Mobile cart for lab supplies and/or plants, animal cages, etc.

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### SHARED SCIENCE PREP/STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

The shared science prep/storage room should function as a lab prep room and science equipment storage and will be used by both staff and students to gather supplies for a class lab. The space could also be used for student make up labs and tests, and support independent projects.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers

#### RELATIONSHIP AND ORGANIZATION

The room would ideally be located between or immediately adjacent to classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard

#### FLOORING

- Chemical resistant sheet flooring with sealed seams and cove base

### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for outdoor view
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

### CASEWORK

- 1-2 lab stations with epoxy resin counter tops/ integral sinks
- Wall cabinets for science equipment—consider depth required for microscopes
- 1-2 tall cabinets for equipment storage
- Analyze proposed chemical use in labs and consider if chemical storage cabinets are required

### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

### PLUMBING

- Lab sinks with hot and cold water—vacuum breakers
- Gas connection with master shut-off for gas
- Acid waste plumbing—avoid under sink clean out if possible—create sampling port for monitoring in lieu of central neutralizing tank if permitted by local authorities

**ELECTRICAL**

- 2 duplex receptacles on each wall
- Duplex receptacles above lab casework
- Power for technology charging station

**HVAC**

- Exhaust fan fume hood

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Stool
- Mobile cart for lab supplies



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### COLLABORATIVE SPACE FOR STUDENTS/ SMALL GROUP ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The collaborative space/small group room is a flexible space that could be used for a variety of small group activities, including parent/teacher meetings, class project work, staff/student conferences, individual testing, quiet focused student work, team projects, and presentation prep and rehearsal. Activities may require privacy, so acoustical control of the space is beneficial. This space could also be used to provide visiting special needs services to students with itinerant District staff or by administrators or counselors meeting with students or parents. These rooms are intended to support classroom learning, collaboration, and activities.

#### PRIMARY AND SECONDARY USES

- Teachers/staff
- Students
- Teacher's aides
- Parents

#### RELATIONSHIP AND ORGANIZATION

These collaborative spaces should ideally be located either close to or between classrooms. These rooms could be placed between a cluster of classrooms with visual connection to all rooms. This space may also be in corridors or in an outdoor area close to a classroom at existing schools. Exact location, quantity, and size of

space will vary depending on conditions of each existing campus, but would ideally be located in each wing.

#### FEATURES OF THE SPACE

- Visual connection to classrooms and circulation, when possible
- Good acoustical control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

#### FLOORING

- Carpet or resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Interior windows to classrooms or corridors to allow for supervision
- Doors with vision panel and shading

#### CASEWORK

- None



**LIGHTING**

- Natural daylighting if possible but not critical
- Overhead fixtures - indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computers and project tools

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### COLLABORATIVE SPACE FOR TEACHERS

#### GENERAL CONCEPT AND ACTIVITIES

The collaborative space for teachers is a large flexible workroom and professional development space where teachers may have a variety of workspaces and tables for small group activities, including cross-classroom or cross-grade level project or curriculum design, parent/teacher meetings, class project design, staff/student conferences, team projects, and presentation prep and rehearsal. Activities may require privacy so acoustical control of the space is beneficial.

Teachers can work together in this room to compare student performance data and student needs to allow for a more collaborative approach among teachers to support every student. This space also could include individual teacher workstations and personal storage, thereby eliminating that furniture and space need in the classroom, allowing the classroom to be dedicated to student activities.

#### PRIMARY AND SECONDARY USES

- Teachers/staff

#### RELATIONSHIP AND ORGANIZATION

These collaborative spaces should ideally be located close to classrooms. Exact location, quantity, and size of space will vary depending on existing conditions of each existing campus, but there should ideally be one in each wing of the school.

#### FEATURES OF THE SPACE

- Flexible layout for various activities and meetings
- Could include a separate small room for private conferences or phone calls

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

#### FLOORING

- Carpet or resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- None

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors



**PLUMBING**

- None

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computers and project tools

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops for workstations

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools
- Could include workstations and storage for each teacher
- Tables with data and power receptacles

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### PROJECT STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This space would be used to store student projects in the development process as well as project materials. The space could also be used to store and charge technology devices so power should be included. The space would house any equipment required for different activities and projects such as technology equipment, presentation props, science equipment, etc. so the room must be secure.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students

#### RELATIONSHIP AND ORGANIZATION

The project storage rooms should be located with either direct access or very close to the flex lab and classrooms.

#### FEATURES OF THE SPACE

- A narrow space approximately 8 -10 feet wide will maximize wall space for shelving

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard surface for notes/inventory

#### FLOORING

- Sealed concrete or resilient flooring

#### WINDOWS / DOORS

- Exterior/interior windows are not required
- Doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—direct lighting
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on each wall
- Power for charging technology devices

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- Metal shelving in a variety of depths



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### OUTDOOR LEARNING SPACE

#### GENERAL CONCEPT AND ACTIVITIES

The concept of the outdoor learning space is to provide a supplement and alternative to indoor learning environments. Research has shown that the natural outdoor learning environment has positive benefits for learning and academic performance. These positive impacts of outdoor activities are particularly strong when they are an integral part of all curriculum. Outdoor learning space not only brings a sense of respite and calm, positively impacting the stress levels of both students and teachers, but also provides the perfect open environment for experiential learning. Southern California can provide a wonderful opportunity to use outdoor space for learning environments providing natural laboratories for science, agriculture awareness, performance, as well as core academic subjects. Outdoor learning spaces can create a strengthened relationship with the natural world as we strive to develop a culture of prudent environmental stewardship and literacy for the next generations.

These outdoor learning spaces on the campus can expand the typical school learning environment beyond the built classroom providing additional space for large and messy projects, movement and dance, or just having a quieter space for team collaboration or quiet reading. These spaces can be all over the campus but sight lines and supervision need to be considered with placement. Ideally some of these spaces would be located just outside the classrooms to allow students to easily access the outdoors. Since Southern California experiences

warmer weather during the summer and fall, many of these areas will need shade with trees or sun shelters. Planting and hardscape balance should also be considered in the development of these areas to maximize usage. If the area gets too much direct sun or too hot it will not serve its purpose. Consideration must also be given to planting and development that will not encourage pests, including bugs and rodents. Coordination with the District pest control division should be part of the planning and design process.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students
- Teacher's aides
- Parents

#### RELATIONSHIP AND ORGANIZATION

Ideally these areas would be just outside classrooms but could also be in other locations on the site that provide easy access and visual connection to classrooms.

#### FEATURES OF THE SPACE

- Shade
- Outdoor seating
- Power
- Wi-Fi
- Consider exterior writing surfaces









## SPECIAL EDUCATION: K-8 SCHOOLS



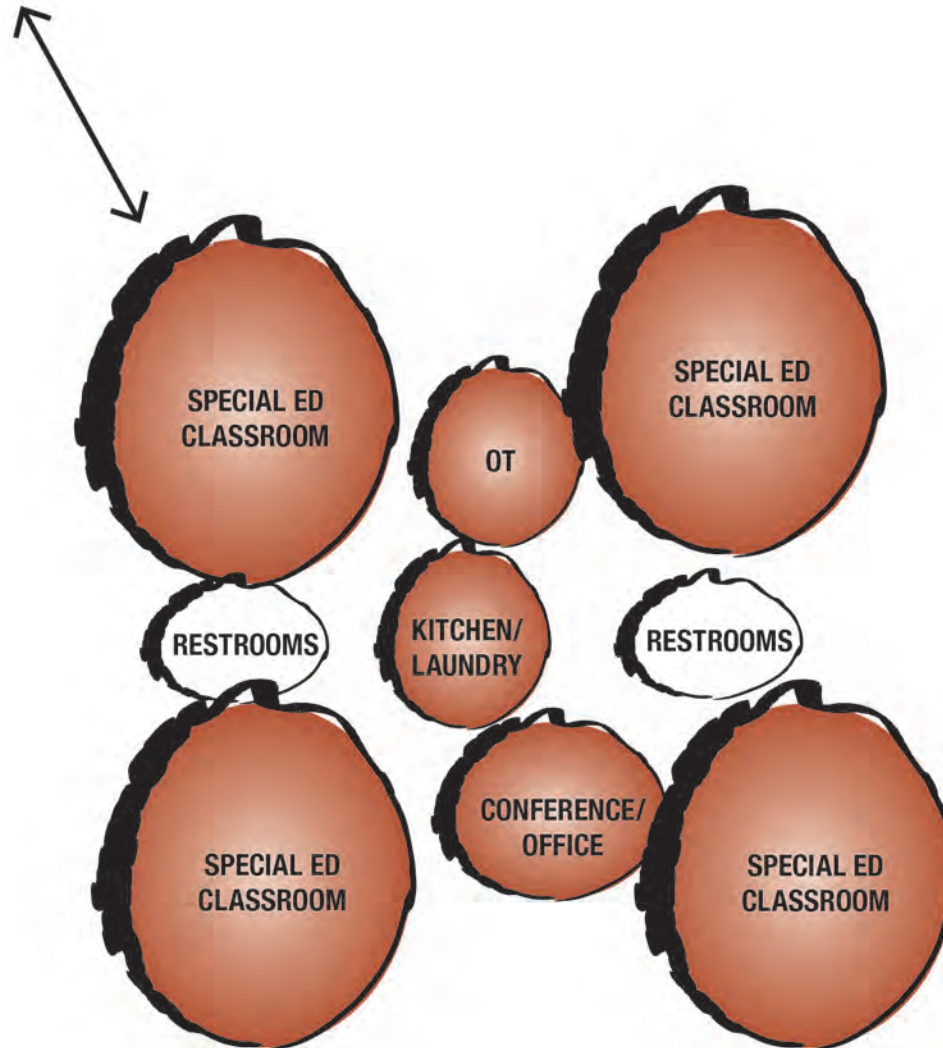
### Special Education for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
SDC, Moderate to Severe (MS) Classroom	1,200
SDC, Specialized Health Care (SpHC) Classroom	1,200
SDC, Mild to Moderate (MM), Emotional Disabilities (ED) Classroom, and Deaf and Hard of Hearing (DHH)	1,200
S.U.C.S.E.S.S.	960
Speech/Language	300
Resource Room	500
Conference Rooms	200



# RELATIONSHIP DIAGRAM: K-8 SCHOOLS

CLASSROOMS  
AND LABS





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### SDC, MODERATE TO SEVERE (MS) CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit moderate to severe disabilities, these special day classrooms provide an appropriate environment. These rooms should have accessible spaces for specialized equipment, as well as a bathroom attached to the classroom with a changing table. There should also be a refrigerator in the classroom for medical needs.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### FEATURES OF THE SPACE

- Consideration needs to be given to the storage of students' individual mobility equipment (this may be outside the classroom but some students may need this support while in the classroom as well)
- This space needs to be open and have plenty of room for ease of circulation in wheelchairs or other ambulatory support devices

- Large specialized bathroom attached to classroom with changing table

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator

**LIGHTING**

- Natural daylighting - maximize
- Overhead fixtures—indirect, where possible (consider tunable lights if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with cold water and bubbler
- Toilet and sink in restroom

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets
- Consider power-activated doors to classrooms, restrooms (and hallway if in a separate wing)

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### SDC, SPECIALIZED HEALTH CARE (SPHC) CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students with specialized health care needs, these special day classrooms provide an appropriate environment. These rooms should have accessible spaces for specialized equipment, as well as a bathroom attached to the classroom with a changing table. There should also be a refrigerator in the classroom for medical needs.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

#### LIGHTING

- Natural daylighting - maximize
- Overhead fixtures—indirect, where possible (consider tunable lights if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Sink with cold water and bubbler
- Large specialized bathroom attached to classroom with changing table

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets
- Consider power-activated doors to classrooms, restrooms (and hallway if in a separate wing)

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: K–8 SCHOOLS

### SDC, MILD TO MODERATE (MM), EMOTIONAL DISABILITIES (ED), AND DEAF AND HARD OF HEARING (DHH) CLASSROOM

#### GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit mild to moderate disabilities, emotional disabilities, or who may be deaf or hard of hearing these special day classrooms provide an appropriate environment. These rooms should have flexible seating, accessible spaces for specialized equipment, as well as areas for individualized needs. These classrooms could potentially incorporate sensory considerations, such as dimmable lights. The design of these rooms should consider ways of assisting students who may be hard of hearing, such as amplification, lighting or other devices to get students' attention, and carpet or extra sound padding on walls.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible (consider specialized lighting, such as dimmable or colored lighting if budget permits)

- Low voltage light controls with scening capabilities
- Occupancy sensors
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

**PLUMBING**

- Sink with cold water and bubbler
- Classroom should be located near a restroom

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers



## SPACE DESCRIPTIONS & RELATIONSHIPS: K–8 SCHOOLS

### S.U.C.S.E.S.S.

#### GENERAL CONCEPT AND ACTIVITIES

These special day classrooms provide an appropriate environment for students in the S.U.C.S.E.S.S. program. These rooms should have flexible seating, accessible spaces for specialized equipment, as well as areas for individualized needs. These classrooms could potentially incorporate sensory considerations, such as dimmable lights or classroom areas with limited sensory input.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

#### RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible (consider specialized lighting, such as dimmable or colored lighting if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Classroom should be located near a restroom

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### SPEECH/LANGUAGE

#### GENERAL CONCEPT AND ACTIVITIES

This space will provide an office and meeting area where the speech pathologist can meet with students, parents, and other staff. This space will primarily be used to provide instruction to several students or one student at a time. Good acoustics are critical in this room. This room will serve all grade levels.

#### PRIMARY AND SECONDARY USES

- Staff
- Students
- Parents

#### RELATIONSHIP AND ORGANIZATION

This room ideally would be located in or close to the Classrooms with easy access from all classrooms.

#### FEATURES OF THE SPACE

- Wall mirror for visual word formation feedback

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Ideally would have exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Tall cabinets with adjustable shelves
- Staff wardrobe with coat/purse hook, 3 file drawers, and adjustable shelves

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computer and at staff workstation

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Workstation or area where student can use a computer, laptop computer or other technology device including headphones
- Table and 6 student chairs
- Staff workstation and storage
- Staff task chair
- Adult guest chair

CL

SE

LMC

VPA

NS

PE

AD

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RR

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### RESOURCE ROOM

#### GENERAL CONCEPT AND ACTIVITIES

This classroom is intended for students participating in the Resource Specialist Program. Typically, they are identified as students with mild to moderate learning disabilities. A special education teacher will provide direct intervention for identified special needs students. Individual, small, and large group activities may take place here. Activities in these classrooms will be similar to those in other regular classrooms so a variety of student group configurations and activities must be accommodated. This classroom should be designed to allow it to be used as a small group collaboration room.

#### PRIMARY AND SECONDARY USES

- Teacher
- Students
- Teacher aid or support staff

#### RELATIONSHIP AND ORGANIZATION

This classroom should be located among other classrooms. This room may be used as a small group collaboration room at some point in the future and this flexibility should be considered in its location.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink
- Teacher material storage

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4

**FURNITURE FOR THE SPACE**

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs for reading

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## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### CONFERENCE ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

This conference room is for use by special education faculty and staff for meetings and conferences with parents and students. The room should include a projector and screen or a large flat screen monitor. Beverages may be served here. The room should be designed to allow an additional 2-3 people to be seated on the side of the room as necessary.

#### PRIMARY AND SECONDARY USES

- Teachers/staff
- Parents
- Students
- Aides

#### RELATIONSHIP AND ORGANIZATION

This space should be located in close proximity to the special education classrooms. The room should also be in close proximity to restrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackable wall surface
- Markerboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Interior and exterior manual shading devices, as required
- Interior doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

#### LIGHTING

- Natural daylighting when possible
- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider multiple types of lights over table

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Duplex receptacles in floor under conference table

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 data drop under table
- Rough-in for wall-mounted large flat screen monitors or interactive board (to potentially be added in the future)

**FURNITURE FOR THE SPACE**

- 14 conference chairs
- Large conference table with integrated power and data ports
- Conference calling capabilities



# LIBRARY/ MEDIA CENTER: K-8 SCHOOLS



Library/Media Center for K-8 Schools

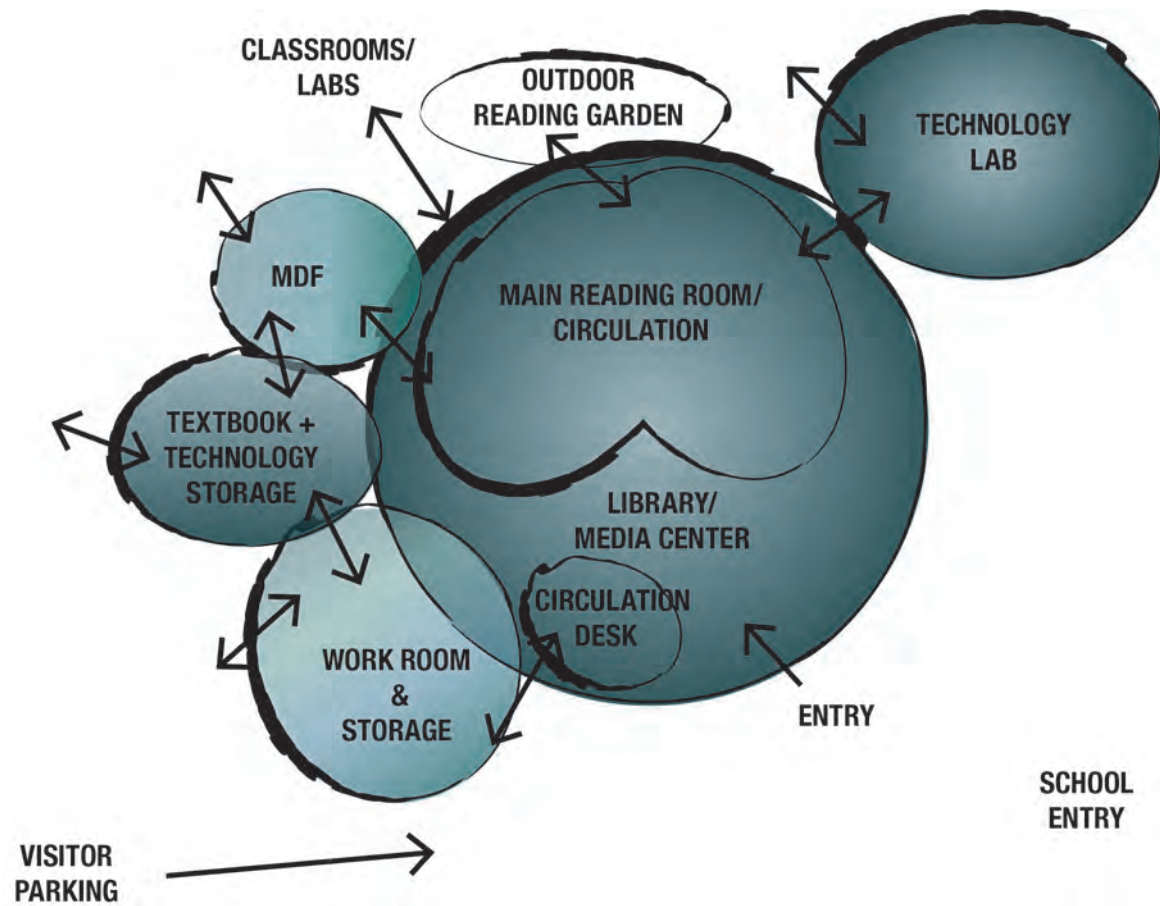
PROGRAM SPACE	NET PROGRAM SQ. FT.
Main Reading/Collaboration Room	2,000 min.*
Workroom/Storage Room	220
Library/Media Center Office	150
Technology Lab	960
MDF/Technology Storage	150-160
Textbook Storage	600
Makerspace/Collaborative Research Space	1,000

\*The size of the Main Reading/Collaboration Room will vary depending on the size of the school, but generally should be a minimum of 2,000.



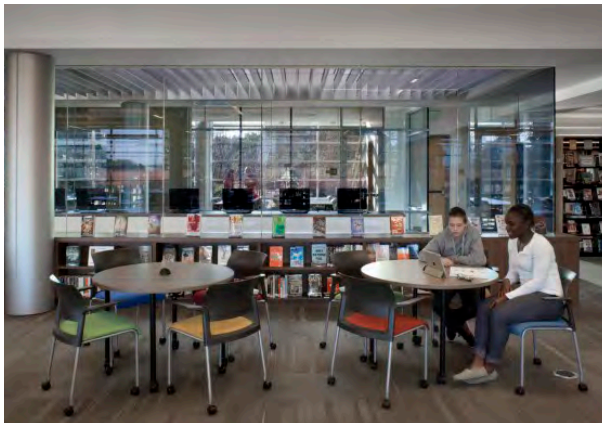


# RELATIONSHIP DIAGRAM: K-8 SCHOOLS





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### MAIN READING/COLLABORATION ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The main reading/collaboration room of the Library/Media Center should function as a central hub for all students for reading, researching and developing project concepts, supporting collaboration, and providing exposure to printed materials and technology. While the space should be technology-rich with the latest tools for seeking, sharing, and documenting information and ideas, it should also be a space where students can work in groups to share ideas with each other or read a selected book or magazine in a comfortable and informal setting. The room will house the reading/reference book collection, the circulation and support desk with good sight lines of the entire room, periodicals, and computers, including search stations that can be used quickly. There should also be an area with an interactive board or instruction wall and projector where an entire class could meet for instruction and discussion. The size of this area should be somewhat expandable for larger group meetings. Furniture groupings should be low in stature to permit proper supervision of the entire space and support team and independent work as well as class presentations. Students may use this space for homework before and after school. This space needs to be very flexible to allow for future modifications as the needs and purpose of this type of space evolves in the future.

#### PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

#### RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be central to all classroom areas of the school and positioned to allow access to the space by the community during or after school hours, without having the entire campus open to public access. It would be beneficial to have direct visual connection to the outdoors for nice views and sense of outdoor awareness.

#### FEATURES OF THE SPACE

- Very flexible
- Mobile shelving (no fixed shelving)
- Cozy corner for individual reading

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackable wall space or tackboards
- 42" display cases and cubes
- Consider an interactive board, writing wall, or screens

**FLOORING**

- Carpet
- Walk-off mat at exterior entry door

**WINDOWS / DOORS**

- Consider skylights or clerestory windows as an option to provide additional daylight
- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Consider glass entry doors or large vision panels if possible
- Large exterior windows that provide maximum natural daylight without heat gain—position for outdoor view possibly to reading garden or site vista
- Interior and exterior shading devices—manual
- Doors with vision panels with shading to adjacent spaces

**CASEWORK**

- Circulation desk with space for computers, technology, book return, supply storage and filing—position for good sight lines of the entire space (this could also be a mobile unit to provide future flexibility)

**LIGHTING**

- Natural daylighting when possible
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- 2-4 duplex receptacles on each wall in addition to power for computers

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 4-6 data drops for student or community use
- 1 data drop for presentations
- Extron system
- Mobile flat screen monitors
- Short throw projector and projection screen

**FURNITURE FOR THE SPACE**

- Mobile tables and chairs (could be on casters)
- Stations for technology support
- Lounge chairs
- Floor pillows or beanbag chairs
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Mobile shelving for book collection
- Large picture book display cubes

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### WORKROOM/STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

The Library/Media Center workroom would serve Library/Media Center staff and other teachers for cleaning and prepping books for circulation, sorting returned materials, and storing materials, technology, and equipment. This could function as a research area for staff as well.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be adjacent to, and with direct access to the Library/Media Center Main Reading/Gathering room as well as to the Library/Media Center office. It may be beneficial to have access from a corridor or outdoor circulation for teacher access and deliveries.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard and writable wall surface

#### FLOORING

- Resilient flooring

### WINDOWS / DOORS

- Exterior windows are not needed and will only take up valuable wall space
- Interior window to main reading/collaboration room
- Door with vision panel and shading

#### CASEWORK

- Could have some fixed shelving but loose shelving will provide more flexibility for the room in the future
- Tall cabinet and staff wardrobe for storage for media specialist's personal items

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Power for technology charging station
- 1-2 duplex receptacles on each wall in addition to power for computer

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data ports for computer carts

**FURNITURE FOR THE SPACE**

- Workstation with storage and task chair
- Metal book storage
- Book carts
- Technology charging station

## SPACE DESCRIPTIONS & RELATIONSHIPS: K–8 SCHOOLS

### LIBRARY/MEDIA CENTER OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The Library/Media Center office would serve one Library/Media Center staff member. There should be space to plan and have files, as well as a desk and a phone. This space would also serve as the central multimedia control room. This should have an internal window to the main reading/collaboration room to monitor activity.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be adjacent to, and with direct access to the Library/Media Center main reading/collaboration room and the workroom/storage space.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Exterior windows are not needed
- Interior window to main reading/collaboration room
- Access to the workroom/storage, if possible
- Door with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Data port at workstation location

#### FURNITURE FOR THE SPACE

- Workstation with storage and task chair
- File storage





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### TECHNOLOGY LAB

#### GENERAL CONCEPT AND ACTIVITIES

The technology lab should be very flexible in layout to support a variety of current and future technology. This room may be used for smart testing and should be able to accommodate 40 computers with large screen monitors, but technology support surfaces should be loose to allow for smaller devices to be used in this room as well. This space could also be used when a teacher would like all students to be doing research on a computer or technology device. A portion of this room could also be used for electronic project development and documentation and include a filming/video and editing area. This space should be designed to support a virtual reality lab area with appropriate technology supports and power.

#### PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be directly off the main reading/ collaboration room for flow back and forth between these two spaces. The technology lab does not need to be a separate room with a door, but could be a dedicated area of the Library/Media Center with partial walls or transparent partitions and acoustical control, however security of technology must be considered if doors are

eliminated. If the space is used for filming, a door should be included.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Interactive boards or large flat screen displays

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Doors with vision panel and shading, if there is a door

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—indirect light will be important
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- 2-3 duplex receptacles on each wall in addition to power for computers and printers

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data ports for computer carts
- Extron system
- Mounted short throw projector and projection screen
- Mobile flat screen monitors

**FURNITURE FOR THE SPACE**

- Mobile adjustable workstations with cord management
- Ergonomic chairs
- Presentation station
- Comfortable lounge seating in some areas

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### MDF/TECHNOLOGY STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This is the hub for the voice, video data distribution, and technology control center. The MDF room will be connected to IDF rooms throughout the campus. The MDF contains racks for data distribution equipment. This space would also be used to service and store technology devices needing repair.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

This space would be located as part of the Library/Media Center but it could be located in another central area of the campus where there is easy access for continued network maintenance and interface. Ideally staff serving the network would not have to interrupt student activities or testing.

#### FEATURES OF THE SPACE

- Air and humidity control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Static, dissipating resilient flooring

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex outlets on each wall
- Dedicated outlets with surge protection for server racks
- UPS system
- Server

#### HVAC

- Cooling in this room shall be available 24/7

**TECHNOLOGY/COMMUNICATIONS**

- Data ports
- Wireless access

**FURNITURE FOR THE SPACE**

- Server racks

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### TEXTBOOK STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This room would house all textbooks while text books are still being used. In the future it may be used to store devices and materials shared between classes. This room could house charging station carts for laptops and tablets. This room could function as a support space for technology support staff for the school.

#### PRIMARY AND SECONDARY USES

- Staff

#### RELATIONSHIP AND ORGANIZATION

It would be beneficial to have this space centrally located to the core academic area and the Library/Media Center, but this is not critical. It should be located near the campus loading area for ease of delivery of materials.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard for inventory and posting notes

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Avoid windows to maximize wall space for shelving
- Door with vision panel and shading
- Solid door (in case technology is stored here)

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 1 -2 duplex receptacles on each wall in addition to power for technology charging stations

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Shelving for books and technology devices





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### MAKERSPACE/COLLABORATIVE RESEARCH SPACE

#### GENERAL CONCEPT AND ACTIVITIES

The makerspace/collaborative research space will be used as a flexible project room and laboratory for instruction and small group research work. The design of this laboratory should be very flexible in layout to support a variety of current and future technology and activities. Although presentations and lectures may take place in the room, the makerspace/collaborative research space will primarily be used for group research, hands-on learning, and project work. It would be ideal if food were allowed in this area, so students could come in during their breaks and use this area as a place to relax while still having access to technology.

This room should be able to accommodate computers with large monitors, as well as technology support surfaces to allow for smaller devices to be used in this room. Students will use this room during the day but this space could potentially be used by parents or community members after school.

#### PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be directly off the main reading/collaboration room for flow back and forth between these two spaces. This space may be used by parents or community as well as students. The makerspace/collaborative research space does not need to be a separate room with a door, but could be a dedicated area of the Library/Media Center with partial walls or transparent partitions and acoustical control, however security of technology must be considered if doors are eliminated.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Projection screens

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Doors with vision panel and shading, if there is a door



**CASEWORK**

- Storage for marker materials

**LIGHTING**

- Overhead fixtures—indirect light will be important
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- None

**ELECTRICAL**

- 2 -3 duplex receptacles on each wall in addition to power for computers and printers

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data ports per wall
- Extron system
- Mounted short throw projector and projection screen
- Mobile flat screen monitor

**FURNITURE FOR THE SPACE**

- Mobile adjustable workstations with cord management
- Ergonomic chairs
- Presentation station
- Comfortable lounge seating in some areas
- Mobile storage



## VISUAL AND PERFORMING ARTS: K-8 SCHOOLS



Visual and Performing Arts for K-8 Schools

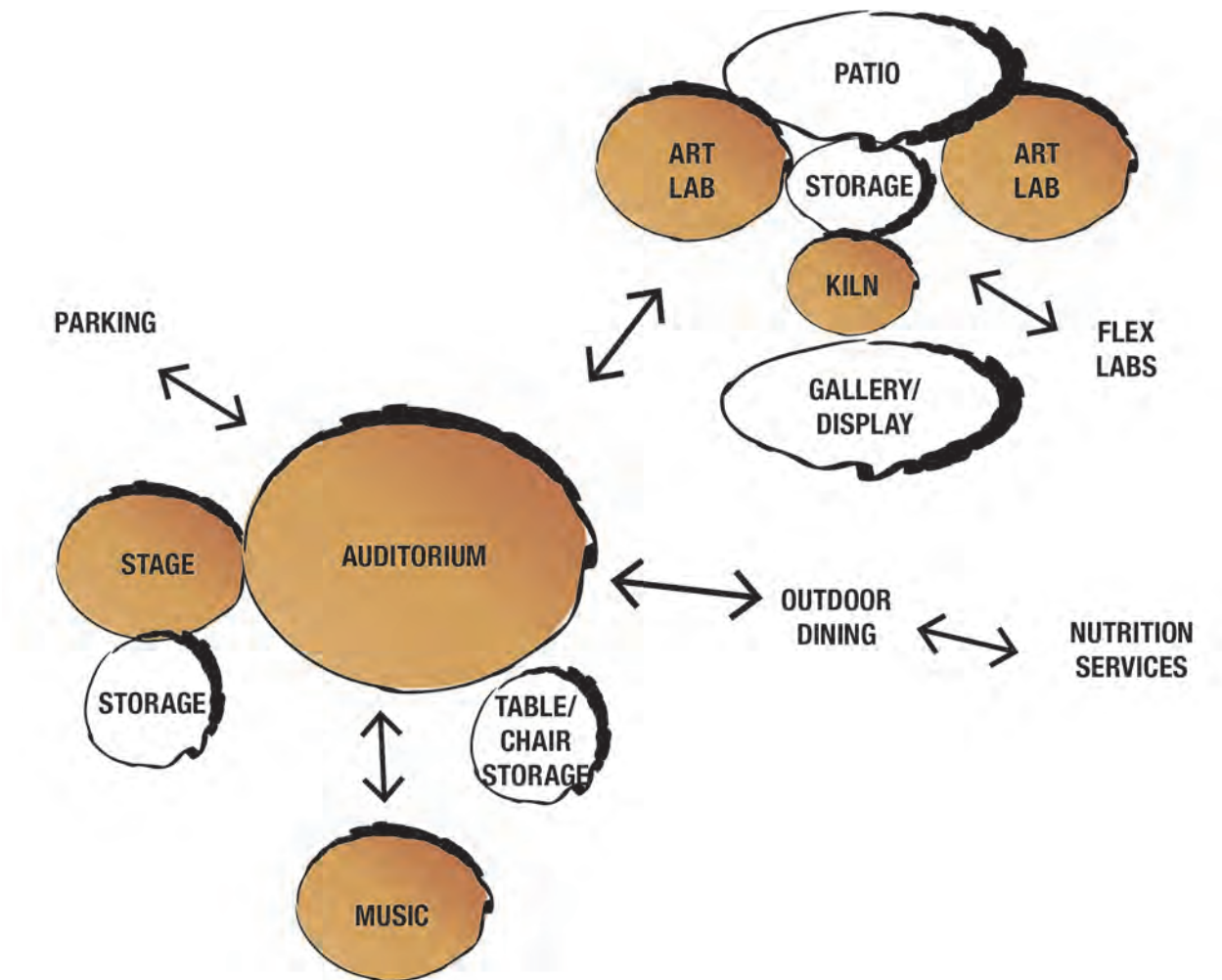
PROGRAM SPACE	NET PROGRAM SQ. FT.
Art Lab	1,200
Kiln Room and Storage	400
Music/Band	1,400 min.*
Chorus Room	1,200 min.*
Instrument Storage	400 min.*
Practice Rooms	100
Music Office	200
Auditorium	varies
Stage	2,000

\*Size of space will need to be related to the size of school.





# RELATIONSHIP DIAGRAM: K-8 SCHOOLS





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### ART LAB

#### GENERAL CONCEPT AND ACTIVITIES

This art lab should accommodate 39 students at a time. Students will engage in activities like painting and drawing. The lab will also provide storage for art materials and supplies and house student projects in process. Projects and activities will be varied but could include individual and group projects, presentations, and critiques.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest artists

#### RELATIONSHIP AND ORGANIZATION

Direct access to an outdoor area would enhance the use of the art lab. Daylighting, particularly north light, is preferred for this room.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls
- Display cases or large monitors just outside lab if possible

#### FLOORING

- Resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for north light if possible
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Consider door to outdoor project area

#### CASEWORK

- Base cabinets with large sinks and wall cabinets above
- Tall cabinets both 12" and 24" deep with 6 adjustable shelves for storage of art supplies, paint, paper, etc.
- Large cubbies for storage of student projects
- Consider flat file drawers for larger papers

#### LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors



**PLUMBING**

- 2-3 large sinks with hot and cold water and clay trap
- Consider hose bib for outdoor project area

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles above lab casework

**HVAC**

- Manual purge exhaust system

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2-3 data drops for computers
- 1 data drop for teacher use
- Extron system
- Short throw projector and projection screen

**FURNITURE FOR THE SPACE**

- Movable and durable tables
- Stools or chairs
- Mobile cart for art supplies
- Easels
- Drying rack

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### KILN ROOM AND STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

The kiln room would be utilized by teachers to fire student work from ceramics class. This room should be able to be secured to keep students out without supervision.

#### PRIMARY AND SECONDARY USES

- Teachers
- Students

#### RELATIONSHIP AND ORGANIZATION

This space should be directly adjacent to the art lab and should accommodate student project storage.

#### FEATURES OF THE SPACE

- Appropriate venting

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING/DISPLAY SPACES

- Consider tack space for listing of inventory and instructions

#### FLOORING

- Sealed concrete

#### WINDOWS/DOORS

- Windows to exterior not required
- Interior windows to lab for supervision if space allows
- Vision panel in door

#### CASEWORK AND EQUIPMENT

- Storage for equipment and tools

#### LIGHTING

- Overhead fixtures
- Consider task light over glazing worksurface

#### PLUMBING

- Sink with hot and cold water and clay trap
- Accessible sink

#### ELECTRICAL

- Electrical outlets on each wall and above counter top
- Electrical to support running kiln

#### HVAC

- Exhaust fan

#### TECHNOLOGY/COMMUNICATIONS

- None

#### FURNITURE FOR THE SPACE

- Mobile project cart



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### MUSIC/BAND ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The music/band room will be utilized for music classes, rehearsals, and band practice. The space should be climate controlled and allow for storage of some equipment in addition to the instrument storage room. This room may hold stands, chairs, or risers. The room should accommodate at least 54 students. This space would be separate from the Chorus room, as both spaces would need to be used simultaneously. The room should be sound proofed with insulated walls.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest performers/artists

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be close to the auditorium or multipurpose room, and would have an adjacent outdoor performance area.

#### FEATURES OF THE SPACE

- High ceiling, if possible
- Good acoustics and sound control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Consider sound rated doors depending on location

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Clerestory/Solatube
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK

- Sheet music storage

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Sink with tall faucet

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Power for electronic keyboards and electrical instruments

**HVAC**

- Quiet HVAC system (noise from equipment and air flow should not be audible inside classroom)

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4
- Sound system with microphones, amplifier, mixer, MIDI

**FURNITURE AND EQUIPMENT**

- Music chairs and stands
- Portable risers
- Conductor's chair, podium, and stand
- Metronome
- Piano or electronic keyboard



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### CHORUS ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The chorus room will be used in addition to the music/band room. This space will be used for choral rehearsals. This space will utilize music stands, chairs, and risers. The room should be sound proofed with insulated walls. The chorus room should accommodate 54 students.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest performers/artists

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be close to the music/band room, the auditorium or multipurpose room, and would have an adjacent outdoor performance area.

#### FEATURES OF THE SPACE

- High ceiling, if possible
- Good acoustics and sound control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Consider sound rated doors depending on location

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Clerestory/Solatube
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

#### CASEWORK

- Cabinets for sheet music

#### LIGHTING

- Clerestory/Solatube
- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Power for electronic keyboards and electrical instruments



**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Refer to standard classroom/lab package in Chapter 4
- Sound system with microphones, amplifier, mixer, MIDI

**FURNITURE AND EQUIPMENT**

- Music chairs
- Music stands
- Risers
- Piano or electronic keyboard

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## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### INSTRUMENT STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This room is for the storage of school instruments. The room should be sized for growth of the program. Students will access this room before and after class and practice. This space should be climate controlled to keep instruments in good condition. This room could have a lot of student traffic flow in it at one time, so organization is critical, and the room should be securable when not in use.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers

#### RELATIONSHIP AND ORGANIZATION

The instrument storage room should be adjacent to or easily accessible to both the music/band room and the auditorium stage if possible

#### FEATURES OF THE SPACE

- A long narrow space can maximize wall space for instrument storage cabinets

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard for notices/instructions

#### FLOORING

- Resilient flooring or sealed concrete

#### WINDOWS / DOORS

- Two doors are ideal for efficient student flow in and out of the space

#### CASEWORK/EQUIPMENT

- Instrument storage cabinets with grills
- Wall mounted braces for large instruments
- Base cabinet with sink for cleaning instruments
- Cabinets for sheet music

#### LIGHTING

- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- Sink

#### ELECTRICAL

- Duplex receptacles on 2 walls

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### PRACTICE ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The practice room will be utilized for music and singing rehearsals. This room may hold stands or chairs. The room should be sound proofed with insulated walls.

#### PRIMARY AND SECONDARY USES

- Students
- Teachers

#### RELATIONSHIP AND ORGANIZATION

Ideally this space would be close to the music/band room or chorus room.

#### FEATURES OF THE SPACE

- High ceiling, if possible
- Good acoustics and sound control

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Consider sound rated doors depending on location

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

#### FLOORING

- Resilient flooring or sealed concrete
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Clerestory/Solatube
- Interior and exterior shading devices—manual
- Doors with full vision panel and shading

#### CASEWORK

- Sheet music storage

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Power for electronic keyboards and electrical instruments

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Music chairs
- Music stands



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### MUSIC OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The room will provide an office for the music instructor and a place to meet and counsel students. It will also provide secure storage for the program and can provide a location for audio system and media.

#### PRIMARY AND SECONDARY USERS

- Teachers
- Students

#### RELATIONSHIP AND ORGANIZATION

This office should be adjacent to the music/band room, chorus room, and practice rooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING/DISPLAY SPACES

- Consider small tackboard

#### FLOORING

- Sealed concrete

#### WINDOWS/DOORS

- Vision panel in door with shading

#### CASEWORK AND EQUIPMENT

- None

#### LIGHTING

- Overhead fixtures

#### PLUMBING

- None

#### ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- 1 data drop for teacher use
- Wireless access points for public and private networks
- Telephone and office-to-classroom two-way communication

#### FURNITURE FOR THE SPACE

- Teacher workstation and task chair
- Storage system



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### AUDITORIUM

#### GENERAL CONCEPT AND ACTIVITIES

The auditorium is one of the main assembly spaces of the school. It may host a variety of events including music performances, plays and spoken word, presentations and general meetings. There should be a stage with rigging, curtains and structure for stage lighting. The space should be large enough to host [ ] of the school population at one time.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The auditorium should be adjacent to public parking for easy access by parents and the community as well as for loading in equipment.

#### FEATURES OF THE SPACE

- High ceiling and adequate width opening for sight lines
- Acoustical control
- Sound system with speakers

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Consider acoustical sound doors if budget permits

#### WRITING / DISPLAY SPACES

- Display cases in lobby
- Mobile markerboard

#### FLOORING

- Resilient flooring or wood
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Door access to back of stage from corridor
- Consider option for outdoor access for larger sets

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—general light
- Basic stage lighting and control panel

#### PLUMBING

- None

**ELECTRICAL**

- Duplex receptacles on all walls
- Power for sound system and system controls
- Power for stage lighting and system controls
- Power/controls for projector and screen

**HVAC**

- Consider acoustics

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops (one on each side of opening)
- Extron system
- Projection system and electric projection screen
- Sound system and microphone

**FURNITURE FOR THE SPACE**

- Portable risers
- Music chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### STAGE

#### GENERAL CONCEPT AND ACTIVITIES

The stage will support performances and presentations for the entire school, as well as music classes and practice space. It could also potentially be used by the community as well. Types of performances include both band and choral concerts, drama performances with sets, combination dancing and music performances, and multimedia performances. There will be stage rigging with curtains and stage lighting to support a variety of performances and presentations. The stage would be raised about 30"–36" above the multipurpose room floor so the facility should include thoughtful universal access.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The stage would be directly off the multipurpose room and ideally positioned to maximize sight lines for spectators seated in the multipurpose room. The stage should be in close proximity to restrooms for use by performers. Consider how adjacent areas might be able to provide a support space (greenroom) if located behind or adjacent to the stage.

#### FEATURES OF THE SPACE

- High ceiling and adequate width opening for sight lines

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Consider acoustical sound doors if budget permits

#### WRITING / DISPLAY SPACES

- Mobile markerboard for classes

#### FLOORING

- Resilient flooring or wood

#### WINDOWS / DOORS

- Door access to back of stage from corridor
- Consider option for outdoor access for larger sets

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—general light
- Basic stage lighting and control panel

#### PLUMBING

- None

**ELECTRICAL**

- Duplex receptacles on all walls
- Power for sound control board

**HVAC**

- Consider acoustics in design of system for the stage
- Consider heat from performance lights and equipment

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops (one on each side of opening)
- Sound system and microphone

**FURNITURE FOR THE SPACE**

- Portable risers
- Music chairs
- Lockable mobile storage





## NUTRITION SERVICES: K-8 SCHOOLS



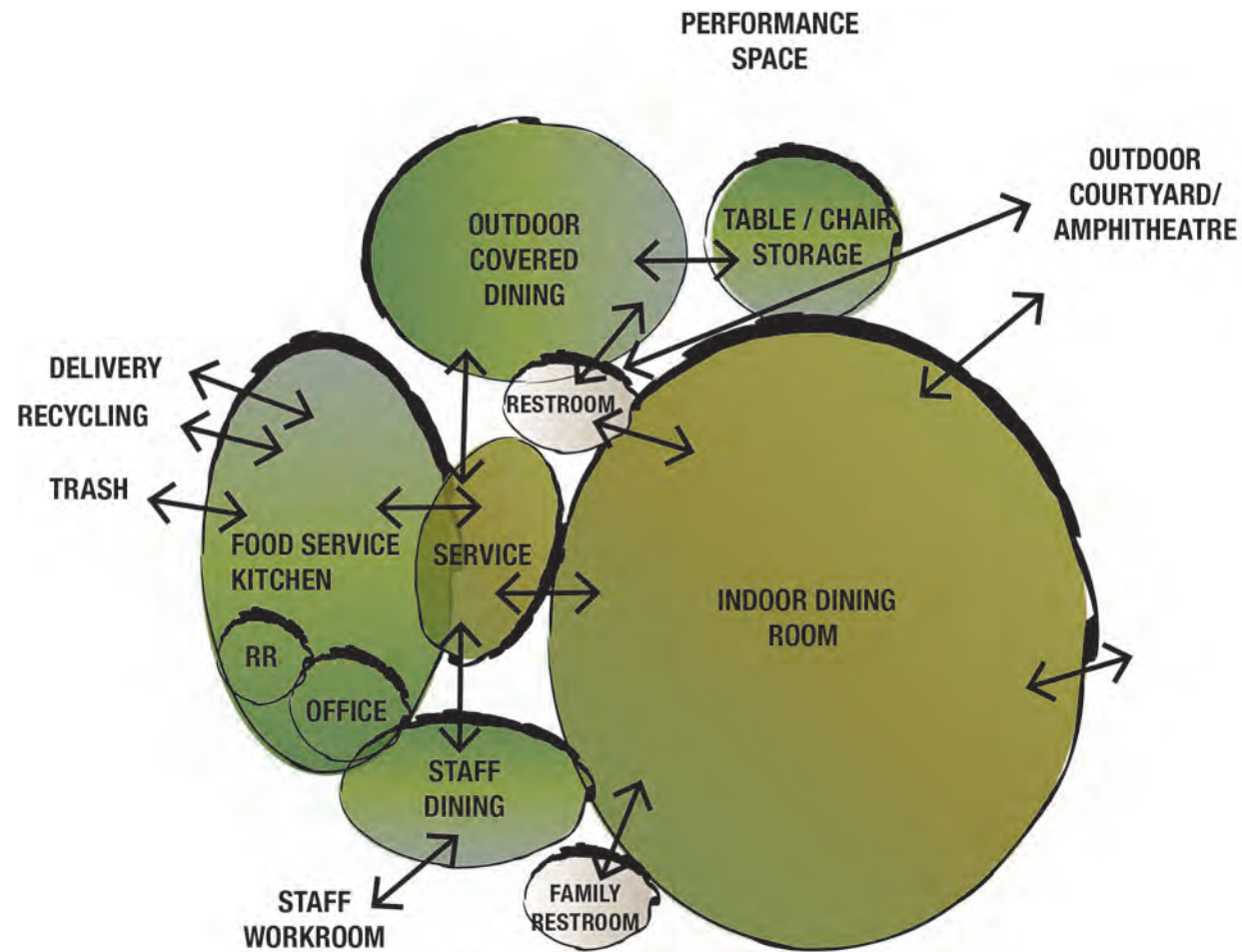
## Nutrition Services for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Kitchen (with Office)	1,500-2,000
Serving Lines/Point-of-Distribution	2,500-3,000
Dining (Interior)	varies*
Dining (Covered Exterior)	*
Table and Chair Storage	400 min.*
Staff Dining	600 min.*
Custodial Room	

\*Space will vary depending on size of school. Minimum square footage as noted.



# RELATIONSHIP DIAGRAM: K-8 SCHOOLS





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### KITCHEN (WITH OFFICE)

#### GENERAL CONCEPT AND ACTIVITIES

The kitchen will be used for preparation of morning nutrition and lunch at this campus. Food items will be prepared and cooked/baked on site. Depending on the size of the school, there could be 4-8 staff working in the kitchen. Staff will be responsible for preparing and serving food in service lines.

The kitchen area should have Wi-Fi, data ports for Point-of-Sale (POS), and multiple phone sets for easy access throughout the kitchen.

#### PRIMARY AND SECONDARY USES

- Nutrition Services staff

#### RELATIONSHIP AND ORGANIZATION

The kitchen should be adjacent to the serving area and close to the multipurpose room. It should also be close to a delivery landing/loading dock area, custodial room, and trash/recycling pick-up area.

#### FEATURES OF THE SPACE

- Commercial kitchen equipment
- Walk in cooler and freezer
- Kitchen office with AC
- Staff locker room with restroom
- Hood with Ansul system
- Student serving lines

- Delivery area, trash, and can wash directly outside
- Indoor dry storage room or dedicated area in the kitchen
- Multiple wall phones throughout the space
- Washable ceilings and floors

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small markerboard or writing surface by office

#### FLOORING

- Quarry tile

#### WINDOWS / DOORS

- Consider a few high windows to allow natural daylight into the space-avoid windows below 6' as they take up valuable wall space
- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls

**PLUMBING**

- 3 compartment sink and connections to equipment
- Hand sinks
- Mop sink
- Hot water heater capable of heating and cooling
- Gas shut-off valve for kitchen hood Ansul system
- Garbage disposals and pre-rinse

**ELECTRICAL**

- Power connections specific to all commercial kitchen equipment
- 2-3 Duplex receptacles on all walls
- Power for computer in office

**HVAC**

- Appropriate ventilation for equipment
- Maintain 65 degrees year round
- Capable of heating and cooling
- Gas shut-off valve for kitchen hood Ansul system

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 data drop in office

**FURNITURE FOR THE SPACE**

- Workstation with storage in office
- Task chair for office
- Mobile stainless steel tables for prep

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## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### SERVING LINES/POINT-OF-DISTRIBUTION

#### GENERAL CONCEPT AND ACTIVITIES

All schools should include speed lines (no walk up windows) to ensure that students can get their lunch quickly. This area will be used to serve breakfast, lunch, and morning nutrition break in an efficient manner. Students should be able to move through the line quickly selecting options and then move to one of the cashiers. Hot food items, salads, sandwiches, fresh fruit and vegetables, and other food options will be served, as well as cold drinks. This area may be used for serving food during community or other type of events in the summer or evenings. There may also be kiosks or mobile structures that house serving equipment to serve students at locations outside of the kitchen.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff

#### RELATIONSHIP AND ORGANIZATION

This space should be located between the kitchen and the indoor dining space, with direct access to the exterior dining area.

#### FEATURES OF THE SPACE

- Consider creative signage above serving lines, identifying food options

### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

### WRITING / DISPLAY SPACES

- Markerboard or display board for menu options

### FLOORING

- Quarry tile

### WINDOWS / DOORS

- N/A

### CASEWORK AND EQUIPMENT

- Stainless steel corner guards
- Ovens
- Warmers
- Prep Tables
- Combi-ovens

### LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls

### PLUMBING

- Connection to fill serving equipment

**ELECTRICAL**

- Power for serving equipment
- Power for electronic check out/cashier's station—  
may be a card reader
- Power for POS units

**HVAC**

- Maintain 65 degrees year round
- Capable of heating and cooling

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops at cashier station

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### DINING (INTERIOR)

#### GENERAL CONCEPT AND ACTIVITIES

This room will serve as a central gathering space for both the school and the community. The primary functions for the room include dining, community meetings, and a variety of larger group school meetings and evening functions. Students will gather in this space upon arrival at school in the morning for morning nutrition. The area should be adjacent to the kitchen and serving area with speed lines, as well as to the auditorium, so it may act as a “green room” or staging area before performances. Dining tables should be set up in a way that is welcoming and comfortable for students to eat and socialize with friends.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The dining room/multipurpose room should be a focal point for multiple functions in the school. It should be located in proximity to the classrooms, but convenient for community use and able to be zoned for evening use without allowing access to the entire campus. Ideally this space would be close to the student drop-off area so students can immediately come to this space for morning nutrition. This space would be adjacent to the kitchen

and serving area and the outdoor dining area, as well as the auditorium.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Address acoustics for performances

#### WRITING / DISPLAY SPACES

- Tackable wall space
- Consider display cases or display options for art

#### FLOORING

- Resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for view and connection to outdoor dining
- Interior and exterior shading devices—manual
- Doors with vision panel and shading
- Consider skylights or clerestory if possible but this type of window must include electric shades to control light for presentations

#### CASEWORK

- None

**LIGHTING**

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Performance lighting for stage area

**PLUMBING**

- Drinking fountain with bottle filler

**ELECTRICAL**

- 2-3 duplex receptacles on all walls
- Power for presentation computer

**HVAC**

- Energy efficient HVAC package units
- HVLS fans

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 permanently mounted digital projector
- Large electric presentation screen on stage
- Sound system
- Video port
- Extron system

**FURNITURE FOR THE SPACE**

- Folding or flip-top tables on locking casters in a variety of shapes and sizes to accommodate a range of 2-8 students in separate chairs
- Durable and ergonomic high density stacking chairs
- Mobile carts for stacking chairs
- Trash containers

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### DINING AREA (EXTERIOR—COVERED)

#### GENERAL CONCEPT AND ACTIVITIES

This area will provide dining space for students in addition to the multipurpose room's interior dining space. These covered dining pavilions should allow good cross ventilation, plenty of shade, and natural lighting in the covered space. A garden area with low bushes and shade trees could surround the shade structures to expand the dining area and options. The covered dining space can also provide an outdoor informal gathering and learning space for students both during and after school. This space should be designed to provide a comfortable eating area for students, with enough space for kids to be able to relax and socialize while they eat.

#### PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

#### RELATIONSHIP AND ORGANIZATION

The outdoor covered dining area should be located adjacent to the multipurpose room and interior dining space. The space should be directly accessible from the serving area. This space should be located away from outdoor fields and hardscape play areas where students may be playing while other students are trying to eat lunch to avoid noise and balls flying into the dining area.

#### FEATURES OF THE SPACE

- Good cross ventilation
- Pleasant environment to allow for quiet breaks at lunch
- Consider pavilion design and material that is transparent and allows for natural light
- Trash cans should be placed far enough away from buildings to avoid inviting pests indoors
- Avoid designs that facilitate bird nesting

#### ENVIRONMENTAL SOUND CONTROL

- Ceiling material should moderate sound to allow for conversation

#### LIGHTING

- Natural daylighting—maximize

#### PLUMBING

- Consider a hose bib and coordinate drain and sewer connection with site storm water management system

#### ELECTRICAL

- Consider power for outdoor projects

#### HVAC

- None

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access to public and private networks

**FURNITURE FOR THE SPACE**

- Outdoor tables and chairs
- Trash containers



SPACE DESCRIPTIONS  
& RELATIONSHIPS:  
K-8 SCHOOLS

TABLE & CHAIR STORAGE

GENERAL CONCEPT AND ACTIVITIES

This storage room will be used to store chairs and dining tables during alternative uses of the room.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This room should have direct access to the multipurpose room and indoor dining space.

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Consider an oversized door for convenience

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls in addition to power for technology charging station

HVAC

- Exhaust fan or relief vent

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Chair and table carts



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### STAFF DINING/WORKROOM

#### GENERAL CONCEPT AND ACTIVITIES

This space will be available for use by all staff for dining during the day. Staff may store outside food in the refrigerator in this room or purchase food from the service line. There should be an area for staff to heat up food or prepare a light meal. The room may also be used for staff collaboration and informal meetings. Staff may use this room in conjunction with the workroom.

#### PRIMARY AND SECONDARY USES

- All Staff

#### RELATIONSHIP AND ORGANIZATION

This space should be located adjacent to the staff collaboration space, but in proximity to the serving area and Nutrition Services kitchen, if possible. Staff dining could be a part of the workroom if there was a visual and acoustical barrier between the 2 spaces.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small markerboard or tackboard

#### FLOORING

- Resilient flooring
- Walk-off mat at exterior entry door

#### WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices
- Doors with vision panel and shading
- Refrigerator
- Microwave/Toaster Oven
- Coffee Maker/Kettle

#### CASEWORK

- Base cabinets with drawers and doors and sink
- Wall cabinets

#### LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Sink

**ELECTRICAL**

- Power for refrigerator, coffee maker, and microwave
- Duplex receptacles above counter
- Duplex receptacles on every wall
- Power for vending machine
- 220v if copier located here

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access to public and private networks
- Data port for copier

**FURNITURE FOR THE SPACE**

- Folding or flip-top tables on locking casters to sit 8
- High density stacking chairs
- Refrigerator
- Microwave
- Coffee maker



## PHYSICAL EDUCATION: K-8 SCHOOLS



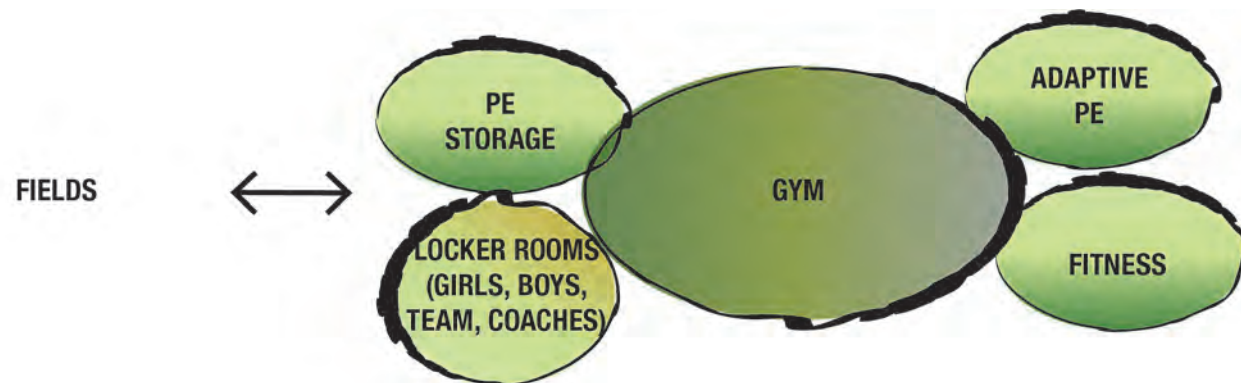


Physical Education for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
PE Storage	300
Adaptive PE	400
Locker Rooms (grades 6-8)	1,300
Weight Room/Circuit Room (grades 6-8)	2,200
PE Office with Restroom	200
Gym/PE Space	9,000
Outdoor Field & Hardscape Court Space	



## RELATIONSHIP DIAGRAM: K-8 SCHOOLS



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### PE STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This room will be used to store a variety of PE equipment on the wall in racks and shelves, and on hooks and mobile carts. This room could also provide space for individual PE activities that can take place in a quiet, smaller space.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the small gym/PE space and adaptive PE space. Ideally this room would have a door directly to the outdoor hardcourts/play area as well.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard and markerboard

#### FLOORING

- Resilient flooring or sealed concrete

#### WINDOWS / DOORS

- Exterior door is desirable

#### CASEWORK

- Counter for equipment distribution

#### LIGHTING

- Energy efficient overhead lights
- Low voltage light controls

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on all walls in addition to power for a computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Metal storage racks attached to the wall
- Carts for each PE unit
- Hooks



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### ADAPTIVE PE

#### GENERAL CONCEPT AND ACTIVITIES

This room will provide space for individual adaptive PE activities that can take place in a quiet, smaller space.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the small gym/PE space, and could also be close to the multipurpose room. Ideally this room would have a door directly to the outdoor hardcourts/play area as well.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard and markerboard

#### FLOORING

- Resilient flooring or sealed concrete
- Mats should be available for floor exercise and to ensure safe movement for adaptive PE

#### WINDOWS / DOORS

- Exterior door is desirable

#### CASEWORK

- None

#### LIGHTING

- Energy efficient overhead lights
- Low voltage light controls

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on all walls in addition to power for a computer

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Storage for equipment





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### LOCKER ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

The locker rooms will be used for changing from school dress to appropriate PE attire for physical education classes and extra curricular athletic programs for the upper grades 6-8. Students will store PE clothing in small lockers. Restrooms are part of the locker room facility. Shower rooms should be evaluated on a site by site basis but 2 private showers could be included, as well as 1 ADA accessible shower, to allow for an option for students. The layout of the locker room should consider easy supervision. Final design decisions should be made in consultation with the appropriate school site staff.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

The locker rooms should be close to the small gym, and should have direct access to outdoor play fields and hardcourts. Restrooms should have direct access to the exterior so they can be accessed during PE or athletics games. The locker rooms should also be directly adjacent to the PE office, for supervision.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Interior window to any PE office

#### CASEWORK/EQUIPMENT

- Hooks
- Lockers and benches

#### LIGHTING

- Energy efficient overhead lights
- Low voltage light controls

#### PLUMBING

- Lavatories
- Toilets
- Drinking fountain with bottle filler

#### ELECTRICAL

- Duplex receptacles on all walls

#### HVAC

- Heating and ventilation

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Benches
- Tiered lockers

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### WEIGHT ROOM/CIRCUIT ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The weight room would be used for PE or athletic training activities. A portion of the space could be used for aerobics or other floor exercises.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

The weight room should be located close to the locker rooms and to the gym.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Resilient flooring/rubber tile

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK

- Racks for weights

#### LIGHTING

- Energy efficient overhead lights
- Low voltage light controls

#### PLUMBING

- Water fountain

#### ELECTRICAL

- Duplex receptacles on all walls

#### HVAC

- Ventilation

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Benches
- Weight machines



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### PE OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The PE office is for planning, grading, conferences, scheduling, and small item storage for PE activities and athletic programs. This space would be directly connected to the locker room for monitoring activity.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher

#### RELATIONSHIP AND ORGANIZATION

This room should be connected to the locker rooms and would be near PE storage/adaptive PE space.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Door with vision panel

#### CASEWORK

- Consider a staff wardrobe for athletic clothes and shoes

#### LIGHTING

- Energy efficient overhead lights
- Low voltage light controls

#### PLUMBING

- Shower
- Restroom

#### ELECTRICAL

- Duplex receptacles on 2 walls
- Power for computer

#### HVAC

- Heating and cooling

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Workstation with task chair





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### GYM/PE SPACE

#### GENERAL CONCEPT AND ACTIVITIES

A gym/PE space would be utilized for PE class and athletic events after school. This space would accommodate a regulation basketball court and could be used for a variety of indoor student PE activities. The space may be used for student activities after school as well. The community may also use this space. Courts do not have to be regulation size. This space should be designed to be flexible. Final design decisions should be made in consultation with the appropriate school site staff.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher
- Community

#### RELATIONSHIP AND ORGANIZATION

This space would be close to the play fields and hard-courts, as well as adjacent to the locker rooms and equipment storage area.

#### FEATURES OF THE SPACE

- High ceiling
- Safety padding on walls
- Clerestory or skylights

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard

#### FLOORING

- Wood sports flooring

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Energy efficient overhead lights
- Low voltage light controls

#### PLUMBING

- Drinking fountain with bottle filler

#### ELECTRICAL

- 2 Duplex receptacles on each wall
- Retractable basketball standards/hoops
- Power for score boards and sound system

**HVAC**

- Ventilation
- HVLS fans

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Wireless score board
- Sound system

**FURNITURE FOR THE SPACE**

- Bleachers

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## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### OUTDOOR FIELD & HARDCOURT SPACE

#### GENERAL CONCEPT AND ACTIVITIES

Outdoor fields and hardcourt space should be included for PE activities and after school athletics. This space would accommodate multiple basketball backstops, volleyball/badminton courts, and space for team and individual sports. Courts can overlay one another with different colored lines as needed. The community may also use this space. Final design decisions should be made in consultation with District curriculum and a physical education lead.

#### PRIMARY AND SECONDARY USES

- Students
- Teacher
- Community

#### RELATIONSHIP AND ORGANIZATION

This space should have direct access to the restrooms and would be close to the outdoor covered dining area and PE storage spaces.

#### FEATURES OF THE SPACE

- Blacktop surfacing
- Court lines (they are not regulation courts)
- Dots in matrix for assisting students in arrangements on hardscape
- Basketball nets
- Volleyball poles

- Playfields
- Access to restrooms
- Badminton

#### ENVIRONMENTAL SOUND CONTROL

- N/A

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Synthetic turf or grass

#### WINDOWS / DOORS

- N/A

#### CASEWORK

- N/A

#### LIGHTING

- Outdoor lighting

#### PLUMBING

- Drinking fountain with bottle filler

#### ELECTRICAL

- None

**HVAC**

- None

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- None



## ADMINISTRATION: K-8 SCHOOLS



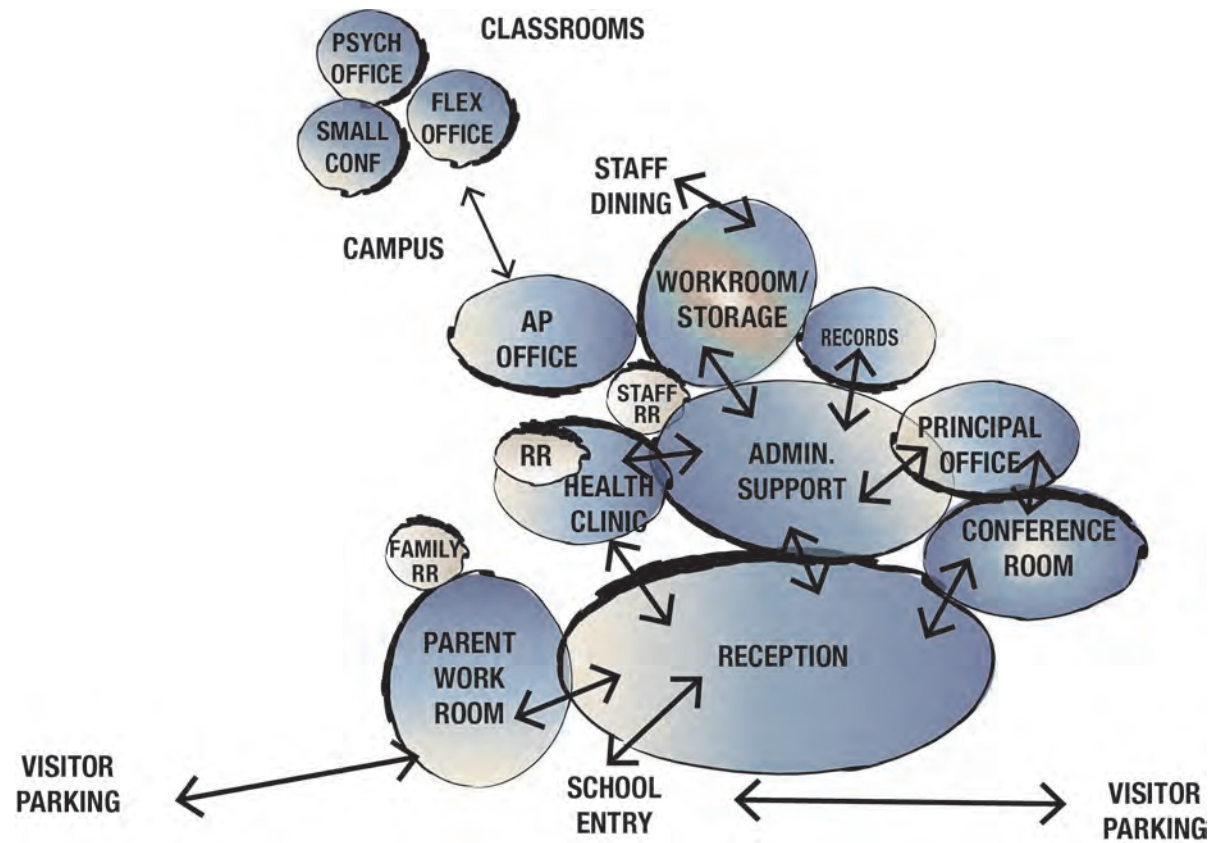


Administration for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Reception	150
Principal's Office	260
AP Office/Itinerant Office	150
Conference Room	250
Administrative Workroom	200
Teacher Workroom/Storage/Copy	200
Parent Work Room	300-400
First Aid Office with Restroom	300-400
Lactation Room	100



# RELATIONSHIP DIAGRAM: K-8 SCHOOLS



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### RECEPTION

#### GENERAL CONCEPT AND ACTIVITIES

The administration reception area is the welcome point for parents and school visitors. The reception area provides the first impression of the school so it should have an inviting atmosphere and professional appearance.

The school administrators/school greeters in this space should have a reception desk and workspace that is neat and organized, with ADA-compliant counter tops for parent registration. Ideally a restroom for public use should be directly adjacent to this area. This will also be the check in point where all visitors to the school must enter and be buzzed through the entry doors. A security camera and intercom system will be located by each school administration entry.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

#### RELATIONSHIP AND ORGANIZATION

This space should be located at the main entry of the school and positioned to monitor the entry. There should be a restroom directly adjacent to the reception area. Gallery display space should be exhibited to showcase student work, trophies, etc.



#### FEATURES OF THE SPACE

- Could include the display elements to create an exhibit space in school
- Should include acoustical control
- Security monitoring—both digitally and with appropriate sight lines—should include entry lock control
- ADA accessible counter tops

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Display cases or display system
- Tackboard
- Digital Flat screen monitor

#### FLOORING

- Part of space—resilient flooring
- Part of space—carpet

#### WINDOWS / DOORS

- Should have exterior windows that allow for good observation of front entry and natural light
- Interior windows to corridor when located off an entry corridor
- Interior and exterior shading devices—manual
- Interior doors with vision panel and shading

**CASEWORK**

- Reception desk with file storage and area for transaction counter
- Wall-mounted display area for forms (could be part of loose furnishings)

**LIGHTING**

- Natural daylighting when possible
- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider task lights at reception desk

**PLUMBING**

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles at reception desk
- Receptacles by guest chairs

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops at reception desk
- Rough-in for wall mounted large flat screen monitors (to potentially be added in the future)

**FURNITURE FOR THE SPACE**

- 3-4 guest chairs for waiting
- Small side table
- Task chairs for reception desk
- Consider mobile display cubes

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### PRINCIPAL'S OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

The Principal's office will be the headquarters for providing leadership to the school and should communicate a professional and organized environment. In addition to working in this space, the Principal will meet with parents, students, other administrators, and staff members in a one-on-one or small group conference setting, so there should be room for a conference table in the office that can accommodate 6 people. This space will also be used for personal storage and will possibly house some confidential records.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors/community members

#### RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area and would ideally have good visibility of the interior campus of the school. This office should be close to the administration area's large conference room and should be adjacent to administrative support staff, with a visual connection, if possible.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Writable wall surface

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and natural light
- Door to the large conference room, if possible
- Interior and exterior shading devices
- Interior doors with vision panel and shading
- Office should have a back door that does not exit through the office, preferably directly outside

#### CASEWORK

- None

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors
- Consider task lights at workspace

**PLUMBING**

- None

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computer/printer

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 1 data drop at workstation
- 2 data drops adjacent to desk and 1 data drop for printer
- Small printer

**FURNITURE FOR THE SPACE**

- 4-6 guest chairs
- Small conference table
- Workstation with storage
- Ergonomic task chair



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### AP OFFICE/ITINERANT OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

Dependent on staffing, this office may be used as a small conference room or Itinerant office. Administrators or other staff will meet with parents and students in this office. The room should accommodate up to 4 people comfortably.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors/community members

#### RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area and the Principal's office. This space should also be relatively close to the main conference room and administrative staff work area as well.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Markerboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and natural light
- Interior and exterior shading devices
- Interior doors with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors
- Consider task lights at workspace

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- 2 data drops at desk and 1 data drop for printer
- Small printer

**FURNITURE FOR THE SPACE**

- 3-4 guest chairs
- Small conference table or consider section of desk as conferencing space
- Workstation with storage
- Ergonomic task chair

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### CONFERENCE ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The conference room provides space for meetings and presentations. The room should be able to accommodate up to 14 people seated around a large conference table. This room could be used for parent meetings and District presentations and discussions. The room design should allow for multimedia presentations, with a projector and/or a flat screen monitor. Beverages may be served in this room. The room should be flexible enough to allow an additional 2-3 people to be seated on the side of the room if needed.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

#### RELATIONSHIP AND ORGANIZATION

This space should be located with direct access to the reception area and close to the Principal's and AP/VP's offices. The room should also be in close proximity to restrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackable wall surface
- Writable wall surface, preferably on two walls

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Interior and exterior shading devices—manual (as required)
- Interior doors with vision panel and shading

#### CASEWORK

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

#### LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

**ELECTRICAL**

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Monitor
- Floor box for power underneath the conference table

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Floor mounted data drop under conference table
- Rough-in for wall mounted large flat screen monitors or interactive board
- Conference call hub

**FURNITURE FOR THE SPACE**

- 14 conference chairs
- Large conference table with power and data ports

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### ADMINISTRATIVE WORKROOM

#### GENERAL CONCEPT AND ACTIVITIES

This space will primarily be used as a work area for the administrative assistants that support the Principal and AP, as well as the entire school. There may be an addition of staff members in the future, so the layout should be flexible. Attendance staff and counseling support staff would be in a shared space, while counselors and the banker would have their own private space.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

#### RELATIONSHIP AND ORGANIZATION

This space should be close to the Principal's and AP/VP offices, as well as the workroom/storage/copy space.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard

#### FLOORING

- Carpet

#### WINDOWS / DOORS

- It would be beneficial to have exterior windows for natural light
- Interior and exterior shading devices—manual (as required)

#### CASEWORK

- None—loose furnishings would provide more flexibility

#### LIGHTING

- Natural daylighting when possible
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider task lights at workspace

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/printers
- Duplex receptacles at workspace
- May need power for small copier/scanner

#### HVAC

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops at workspace
- Data drop for printer/copier

**FURNITURE FOR THE SPACE**

- Workstations with files and overhead storage
- Ergonomic task chairs
- May need additional lateral files



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### TEACHER WORKROOM/STORAGE/COPY

#### GENERAL CONCEPT AND ACTIVITIES

The workroom may be used by the administrative staff to support the operation of the school, as well as by teachers for a variety of prep activities and some production. Supplies and copy paper for the school would be stored in this room. There should be counterspace for equipment, as well as standing desk space for work. This is also where staff mailboxes would be.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Staff/teachers

#### RELATIONSHIP AND ORGANIZATION

This space should be located close to the staff dining area and ideally would have direct access. It could also be part of the same room if sound barriers were provided. The room should be in close proximity to the administrative suite since it will also support the administrative staff from time to time. Exact location may depend on existing site conditions.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard for meetings/collaboration

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- Exterior windows are not critical and could interfere with maximizing wall cabinet storage
- Interior doors with vision panel and shading

#### CASEWORK

- Base cabinets with drawers, doors, and adjustable shelves
- Overhead wall cabinets with adjustable shelves
- Lockable tall cabinets with adjustable shelves
- Consider small desk height workstation for laptop use or writing surface by staff
- Standing desk space
- Counter space for equipment/machines
- Storage could also all be mobile to allow for multiple uses and configurations of this space

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None



**ELECTRICAL**

- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation
- Power for copier

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Computer connection at copier/printer/scanner

**FURNITURE FOR THE SPACE**

- Stools for working at counter
- Task chair for workstation

## SPACE DESCRIPTIONS & RELATIONSHIPS

### PARENT WORK ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The parent work room should be a small flexible work-room and support space where parents can make copies and utilize supplies in support of their classroom volunteer efforts. This space should contain a copier, paper cutter, a work surface, and storage for work room supplies. The room may also be used for parent group meetings.

#### PRIMARY AND SECONDARY USES

- Parents
- Administrative staff

#### RELATIONSHIP AND ORGANIZATION

This space should be located close to the administrative suite if possible to allow parents to check in at the entry, but should not be located not in the administrative suite, for staff privacy. It should be away from teacher and staff workrooms and break rooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

#### FLOORING

- Carpet or resilient flooring

#### WINDOWS / DOORS

- Doors with vision panel and shading

#### CASEWORK AND EQUIPMENT

- Cabinets with drawers, doors, and adjustable shelves for supplies
- Consider small desk height workstation for laptop use or writing surface
- Storage could also all be mobile to allow for multiple uses and configurations of this space

#### LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation
- Power for copier

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drops at workspace
- Data drop for printer/copier

**FURNITURE FOR THE SPACE**

- Stool for working at counter
- Task chair for workstation
- Tables and chairs

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### FIRST AID OFFICE WITH RESTROOM

#### GENERAL CONCEPT AND ACTIVITIES

This room is where a nurse or staff member can attend to students who are injured or sick. Students may wait here until parents can pick them up. This space should have a small room or alcove where the nurse can store records and make phone calls in private. Activities in this space include treating students with illness or injury, resting on a cot or chair, eye exams, preventative health measures, and discussions with parents.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Students
- Nurse
- Parents

#### RELATIONSHIP AND ORGANIZATION

The first aid office should be located within the administration area, when possible. This space may need to be supervised by administrative staff if a nurse is not available on site, so a location close to administrative workstations should be considered. Ideally, students would also be able to access this space without going through the school reception where visitors may be waiting.

This space should have sinks, a restroom, refrigeration, a locking cabinet, and a separate—but visible—area for students who are resting on cots.

#### FEATURES OF THE SPACE

- Restroom within space
- Shower with small changing area

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Tackboard

#### FLOORING

- Resilient flooring

#### WINDOWS / DOORS

- No exterior windows required
- Interior window to administration
- Interior door with vision panel and shading

#### CASEWORK/EQUIPMENT

- Base and lockable wall cabinets for secure storage of supplies and medicine
- Privacy curtains and track for cot area
- Opening under counter for small refrigerator
- Consider tall deep cabinet with removable shelving for large medical equipment such as wheel chair or crutches

**LIGHTING**

- Overhead fixtures—combination of direct and indirect if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

**PLUMBING**

- Sink with hot and cold water

**ELECTRICAL**

- Duplex receptacles on each wall in addition to power for computer/laptop
- Power for under counter refrigerator

**HVAC**

- No special requirements

**TECHNOLOGY/COMMUNICATIONS**

- Wireless access for public and private networks
- Data drop

**FURNITURE FOR THE SPACE**

- 2-3 guest chairs for waiting
- 2-3 cots
- Under counter refrigerator
- Rolling task chair



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### LACTATION ROOM

#### GENERAL CONCEPT AND ACTIVITIES

The District must provide adequate private space for nursing mothers. This space could be utilized at other times as a flexible office or other use. There may need to be multiple locations for this purpose throughout the site.

#### PRIMARY AND SECONDARY USES

- Visitors/parents
- Administrators
- Staff

#### RELATIONSHIP AND ORGANIZATION

This room should be located with easy access to public/community spaces such as the multipurpose room and the administration suite.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Carpet

### WINDOWS / DOORS

- No windows necessary
- Interior and exterior shading devices — manual
- The ability to cover a vision panel if there is one in the door, with shading

### CASEWORK

- None

### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

### PLUMBING

- None

### ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer

### HVAC

- No special requirements

### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- Small table
- Task chair



## CUSTODIAL: K-8 SCHOOLS



- CL
- SE
- LMC
- VPA
- NS
- PE
- AD
- CU
- RR

Custodial Space for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Receiving/Custodial Storage	260
Plant Manager’s Office	150
Custodial Rooms	60
Emergency Storage/Service	200





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### RECEIVING/CUSTODIAL STORAGE

#### GENERAL CONCEPT AND ACTIVITIES

This space will provide an area for receiving deliveries and storage of materials and supplies used at the school site. Bulk storage items will include things such as cleaning supplies, copy paper and office supplies, paper products for restrooms, light bulbs, filters, replacement building materials, and other maintenance consumables. Supplies will be distributed out to the different areas of the school from this room with a dolly or small pallet. The room should also have enough open space to store excess furniture not being used and some cleaning machines. A separate room would be used to store flammable materials and paint.

#### PRIMARY AND SECONDARY USES

- Custodial staff

#### RELATIONSHIP AND ORGANIZATION

This area should be directly connected to the delivery area and close to the custodial office.

#### ENVIRONMENTAL SOUND CONTROL

- None

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Overhead garage door
- Adjacent man door
- Exterior windows are not needed

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Consider a mop sink if custodial closet is not close

#### ELECTRICAL

- Duplex receptacles on each wall

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### PLANT MANAGER'S OFFICE

#### GENERAL CONCEPT AND ACTIVITIES

This office will serve the plant manager for a location to complete orders, do paperwork, make phone calls, and meet with administrative staff and individual custodial personnel. Personal and sensitive documents and valuable items may be stored in this space, so security may be important.

#### PRIMARY AND SECONDARY USES

- Custodial staff

#### RELATIONSHIP AND ORGANIZATION

Ideally this area should be directly connected to the delivery area. Exact location will depend on existing site conditions.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- Small tackboard and markerboard

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Door with vision panel and shading

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- None

#### ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer at workstation

#### HVAC

- No special requirements

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

#### FURNITURE FOR THE SPACE

- Workstation with storage
- Task chair
- Metal shelving attached to wall



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### CUSTODIAL ROOMS

#### GENERAL CONCEPT AND ACTIVITIES

Custodial rooms should be placed around the campus to allow for access to water, buckets/mops, cleaning equipment and paper product storage for restrooms. These rooms will typically be used by one custodian at a time.

#### PRIMARY AND SECONDARY USES

- Custodial staff

#### RELATIONSHIP AND ORGANIZATION

These rooms should ideally be located close to large restrooms and one should be located close to the Nutrition Services area.

#### ENVIRONMENTAL SOUND CONTROL

- None

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Metal door

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Mop sink

#### ELECTRICAL

- Duplex receptacles on each wall

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- None

#### FURNITURE FOR THE SPACE

- Metal shelving and hooks for supplies





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### EMERGENCY STORAGE/SERVICE

#### GENERAL CONCEPT AND ACTIVITIES

This space is where emergency supplies would be kept on site in case of a regional disaster. Ideally this would be a permanent structure that would integrate with the architecture of the site.

#### PRIMARY AND SECONDARY USES

- Staff
- Community

#### RELATIONSHIP AND ORGANIZATION

This small building should be located away from the main school buildings and have easy access to the street or service drive.

#### ENVIRONMENTAL SOUND CONTROL

- None

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Sealed concrete

#### WINDOWS / DOORS

- Overhead garage door
- Adjacent man door
- Exterior windows are not needed

#### CASEWORK

- None

#### LIGHTING

- Overhead fixtures—consider battery operated fixtures
- Low voltage light controls

#### PLUMBING

- Consider a mop sink if custodial closet is not close

#### ELECTRICAL

- Duplex receptacles on each wall

#### HVAC

- Exhaust fan

#### TECHNOLOGY/COMMUNICATIONS

- Wireless access point

#### FURNITURE FOR THE SPACE

- Metal storage units





## RESTROOMS: K-8 SCHOOLS



- CL
- SE
- LMC
- VPA
- NS
- PE
- AD
- CU
- RR

Restrooms for K-8 Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Student Restroom	
Special Day Class Restroom	
Administration Restroom	
Family Restroom	
PE Restrooms	





## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### STUDENT RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during the school day. The ideal restroom configuration for the District would provide restrooms in a central area, with individual stalls, and a shared plumbing wall/chase for toilets. Hand-washing would take place outside the restrooms in a shared open area for both boys and girls for supervision of washing and easier maintenance. Multi-fixture wash fountains would be placed in this area with automatic hand dryers.

#### PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

#### RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to the Classrooms so students have to travel minimal distance to get to a restroom. There should also be restrooms adjacent to the multipurpose room.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows
- Privacy lock on individual restrooms

#### CASEWORK/EQUIPMENT

- Hooks for backpacks and personal items in the stalls and by the sinks
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilets with manual flush valve
- Plumbing chase with access door

#### ELECTRICAL

- Duplex receptacle on each wall
- Hand dryer adjacent to sink area



**HVAC**

- Exhaust

**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS



### SPECIAL DAY CLASS RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the special education classrooms. They should be ADA accessible and large enough to accommodate any specialized equipment. These restrooms would also include a changing table.

#### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff

#### RELATIONSHIP AND ORGANIZATION

Ideally there would be restrooms directly attached to special education classrooms.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows

### CASEWORK AND EQUIPMENT

- Restroom accessories—Paper towel dispenser and trash receptacle
- Changing table
- Storage cabinet for extra clothing or other special support equipment
- Hoyer lift

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilet
- Walk in shower with handheld shower faucet

#### ELECTRICAL

- Duplex receptacle on each wall
- Power for motorized changing table

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- Intercom/"help button"

**FURNITURE FOR THE SPACE**

- None

# SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

## ADMINISTRATION RESTROOMS

### GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the administrative staff and visitors in this area.

### PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff
- Visitors

### RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to both administrative staff and adult visitors in the administrative suite. Location should provide privacy at entrance to restrooms.

### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

### WRITING / DISPLAY SPACES

- None

### FLOORING

- Porcelain tile

### WINDOWS / DOORS

- No windows
- Privacy lock

### CASEWORK/EQUIPMENT

- Hooks
- Restroom accessories
- Mirrors

### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

### PLUMBING

- Lavatory with cold water
- Toilet

### ELECTRICAL

- Duplex receptacle on each wall

### HVAC

- Exhaust

### TECHNOLOGY/COMMUNICATIONS

- None

**FURNITURE FOR THE SPACE**

- None



## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### FAMILY RESTROOM

#### GENERAL CONCEPT AND ACTIVITIES

The purpose of this restroom is to provide a unisex restroom where someone can assist another (child or baby, elderly person, or someone with special needs) in the use of personal facilities. It also provides additional adult restroom facilities for public use.

#### PRIMARY AND SECONDARY USES

- Visitors/parents
- Staff

#### RELATIONSHIP AND ORGANIZATION

This restroom should be located with easy access to public/community spaces such as the multipurpose room and the administration suite.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows
- Privacy lock

#### CASEWORK/EQUIPMENT

- Wall-mounted baby changing unit
- Adult changing table or support bench
- Hooks
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilet

#### ELECTRICAL

- Duplex receptacle on each wall

#### HVAC

- Exhaust

**TECHNOLOGY/COMMUNICATIONS**

- None

**FURNITURE FOR THE SPACE**

- None

## SPACE DESCRIPTIONS & RELATIONSHIPS: K-8 SCHOOLS

### PE RESTROOMS

#### GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during PE class, sports practice, and sporting events. The restroom configuration would provide restrooms with individual stalls, with a shared plumbing wall/chase for toilets. Multi-fixture wash fountains shall be placed in this area with electric hand dryers on adjacent walls.

#### PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

#### RELATIONSHIP AND ORGANIZATION

Restrooms should also be accessible from outdoor fields.

#### ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

#### WRITING / DISPLAY SPACES

- None

#### FLOORING

- Porcelain tile

#### WINDOWS / DOORS

- No windows

#### CASEWORK/EQUIPMENT

- Hooks for backpacks and personal items
- Restroom accessories
- Mirrors

#### LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

#### PLUMBING

- Lavatory with cold water
- Toilets
- Plumbing chase with access door

#### ELECTRICAL

- Duplex receptacle on two walls
- Hand dryer

#### HVAC

- Exhaust

#### TECHNOLOGY/COMMUNICATIONS

- None

**FURNITURE FOR THE SPACE**

- None





